



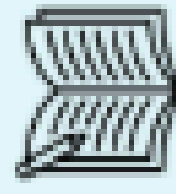
KNOWLEDGE ORGANISERS YEAR 3

Squirrels - Autumn 2- Curriculum Plan

English

In English, we will be using the book the Barnabus Project to focus on non-fiction writing and will be creating brochures.

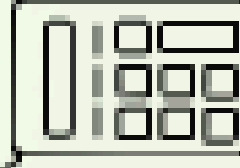
We will then move on to 'The Tear Thief' where they will use the skills learnt to create a newspaper article.



Maths

We will continue our focus on the four operations before moving to use our knowledge learnt to understand area.

We will focus on formal written methods and deepening our understanding of number.



RE

Our RE Topic is titled 'What it feels like to follow God?' and explores the stories of significant Biblical figures to illustrate what it means to follow God's guidance when faced with uncertainty.



Science

We will be scientists by learning all about plants. We will be investigating pollination, seed formation and seed dispersal.



History

In History we will be visiting Tudor and Victorian times learning all about the lives of children during those times and how the lives of children has changed over time.



Computing

We will become Digital Media creators and developing out digital video skills by creating trailers which use special effects transitions and editing techniques.



DT

In DT the children will be exploring the Digital world by creating a Mindful moments timer. They will be researching, designing and prototyping a Microbit timer.



Music

We will be using our Voice. They will focus on clear diction, accurate pitch-matching, singing with expression and dynamics and using and following performance instructions. They will also begin to sing songs with more than one part, maintaining their part.



PSHE

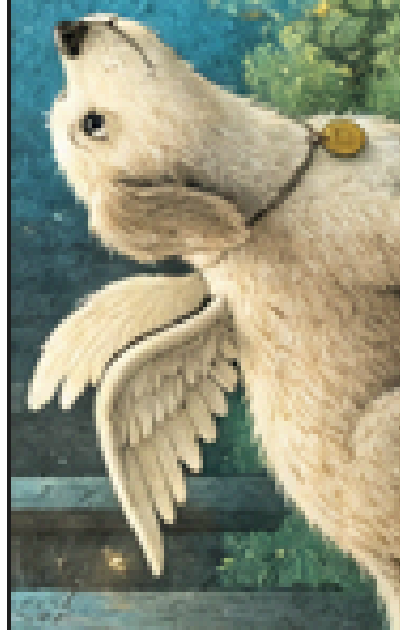
Children will learn about Connecting with others. They will recognise their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully.



French

We will be developing our vocabulary and learning all about the seasons through games, songs and language learning skills.

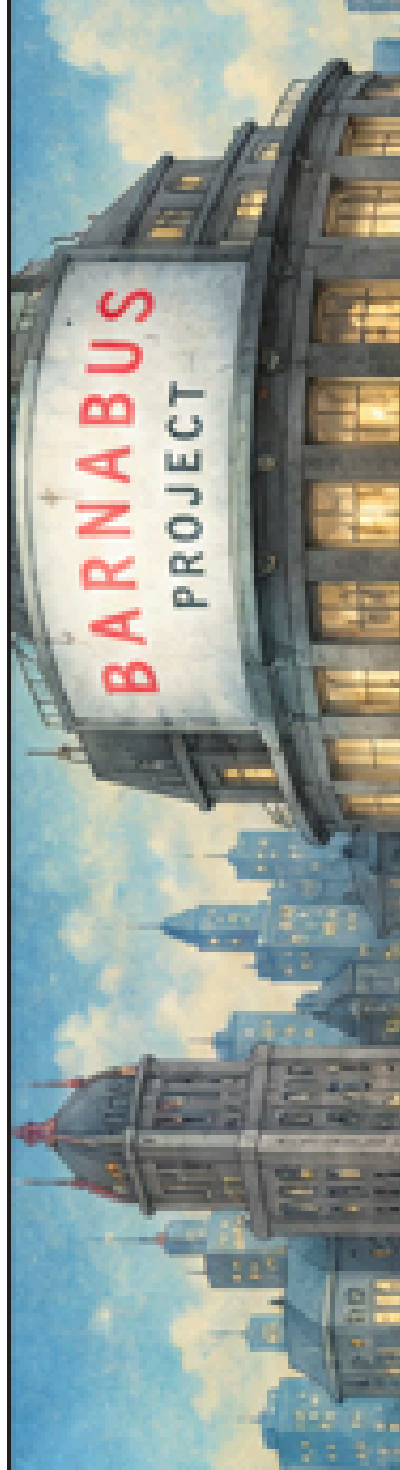




The Barnabus Project

by The Fan Brothers

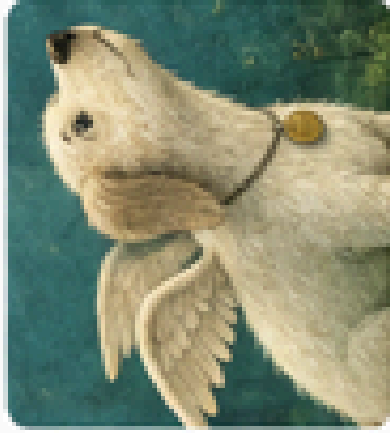
Knowledge Organiser



The Story

The Barnabus Project is a beautiful story by The Fan Brothers about a special pet shop where unusual animals are created. Barnabus is a unique creature who doesn't quite fit in. With the help of a new friend, he discovers what really matters – acceptance, friendship and being yourself.

Characters



Barnabus
A unique creature who is kind, curious and brave.



Ratsy
A clever and caring friend who helps Barnabus.



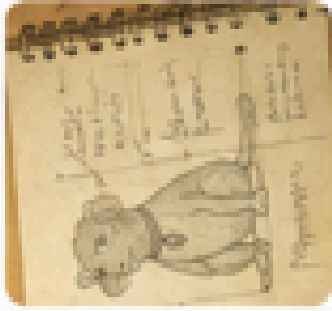
Dr Lichenstein
The owner of the pet shop who creates the perfect pets.

Setting

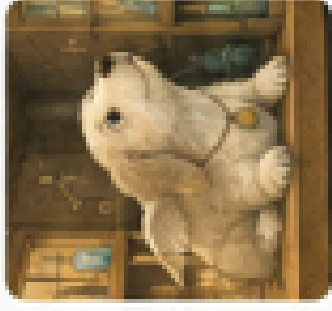


The story is set in a mysterious city and inside the Barnabus Project pet shop and laboratory, where special animals are designed and created.

Key Events



Barnabus is created in the laboratory.



He doesn't fit in and is kept on a high shelf.



Barnabus meets Ratsy and they become friends.



They find freedom and a new home together.

Themes



Friendship
Helping and supporting each other.



Acceptance
It's okay to be different.

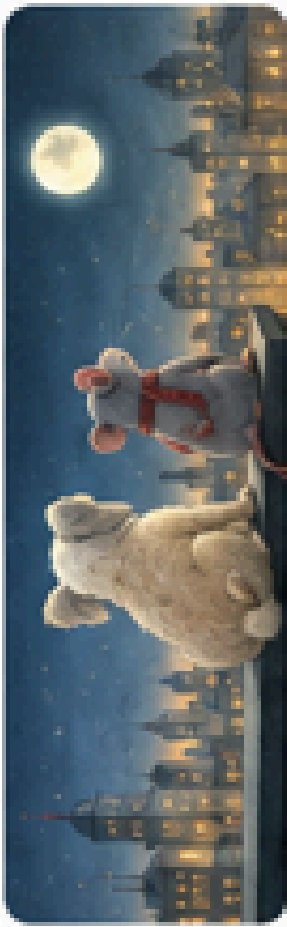


Dreams and curiosity
Never stop wondering and imagining.



Belonging
Finding a place where you feel safe and happy.

Key Message



Being different is something to be proud of. True friendship and acceptance help us to follow our dreams.

Vocabulary			
Word	Picture	Definition	Example
experiment		A test or trial to discover something new.	Dr Lichenstein carried out an experiment to create the perfect pet.
laboratory		A place where scientific experiments are done.	Barnabus was created in a laboratory.
unique		Being the only one of its kind; special.	Barnabus was a unique creature.
curious		Eager to find out or learn something.	Barnabus was curious about the world outside.
imagination		The ability to think of new and creative ideas.	The story is full of imagination.
friendship		A close and supportive relationship between people or animals.	Ratsy and Barnabus showed true friendship.
loyalty		Staying supportive and faithful to someone.	Ratsy showed loyalty by always helping Barnabus.
freedom		The state of being able to do what you want.	Barnabus found freedom at the end of the story.
acceptance		Being happy with someone even if they are different.	The story is about acceptance and being yourself.

Useful Language

perfect

unique

unusual

create

experiment

imagination

friendship

acceptance

loyalty

freedom

curious

brave

belonging

kindness

dreams

Maths

Addition and Subtraction

Knowledge Organiser

Key Vocabulary

add

total

plus

sum

more

altogether

difference

subtract

less

minus

take away

column addition

column subtraction

exchange

estimate

inverse operation

solve problems

number facts

place value



Addition and Subtraction Methods

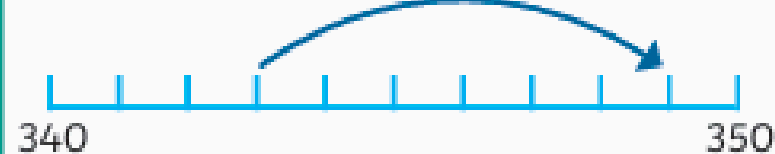
3-digit and 1-digit numbers

Not crossing 10s

$$268 - 4 = 264$$

Hundred	Ten	Ones

$$343 + 6 = 349$$



Crossing 10s (Exchanging)

324		
300	20	4
300	10	14

$$316 + 8 = 324$$

316	8

$$324 - 8 = 316$$

3-digit and 2-digit numbers

Add and subtract tens

Hundred	Ten	Ones

$$451 + 3 \text{ tens} = 481 \quad (5 + 3 = 8)$$

$$451 - 4 \text{ tens} = 411 \quad (5 - 4 = 1)$$

Crossing 10s (Exchanging)

$$258 + 80 = 338$$

- Column method
- Count in 10s mentally
- Add 100, subtract 20

Crossing 10 and 100

$$\begin{array}{r} 368 \\ +73 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 368 \\ -73 \\ \hline 295 \end{array}$$

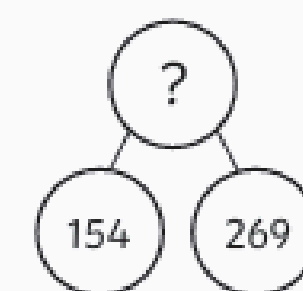
3-digit numbers

Not crossing

$$679 - 351 = 328$$

Hundred	Ten	Ones

Crossing 10s (Exchanging)



$$\begin{array}{r} 269 \\ +154 \\ \hline 423 \\ 11 \end{array}$$

514	
268	?

$$\begin{array}{r} 4101 \\ 514 \\ -268 \\ \hline 246 \end{array}$$

Add and Subtract 100s

$$284 + 300 = 584$$

Hundred	Ten	Ones

Multiplication and Division

Knowledge Organiser

Key Vocabulary

times tables

multiply by

divide by

array

fact families

regrouping

Multiplication and Division Facts (3, 4 and 8 multiplication tables)

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

3 x Tables

$$\begin{array}{l} 1 \times 3 = 3 \\ 2 \times 3 = 6 \\ 3 \times 3 = 9 \\ 4 \times 3 = 12 \\ 5 \times 3 = 15 \\ 6 \times 3 = 18 \\ 7 \times 3 = 21 \\ 8 \times 3 = 24 \\ 9 \times 3 = 27 \\ 10 \times 3 = 30 \\ 11 \times 3 = 33 \\ 12 \times 3 = 36 \end{array}$$

4 x Tables

$$\begin{array}{l} 1 \times 4 = 4 \\ 2 \times 4 = 8 \\ 3 \times 4 = 12 \\ 4 \times 4 = 16 \\ 5 \times 4 = 20 \\ 6 \times 4 = 24 \\ 7 \times 4 = 28 \\ 8 \times 4 = 32 \\ 9 \times 4 = 36 \\ 10 \times 4 = 40 \\ 11 \times 4 = 44 \\ 12 \times 4 = 48 \end{array}$$

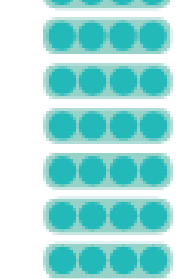
8 x Tables

$$\begin{array}{l} 1 \times 8 = 8 \\ 2 \times 8 = 16 \\ 3 \times 8 = 24 \\ 4 \times 8 = 32 \\ 5 \times 8 = 40 \\ 6 \times 8 = 48 \\ 7 \times 8 = 56 \\ 8 \times 8 = 64 \\ 9 \times 8 = 72 \\ 10 \times 8 = 80 \\ 11 \times 8 = 88 \\ 12 \times 8 = 96 \end{array}$$

Write and Calculate Mathematical Statements

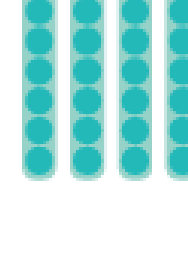
$$4 \times 8 = 32$$

$$32 \div 8 = 4$$



$$8 \times 4 = 32$$

$$32 \div 4 = 8$$



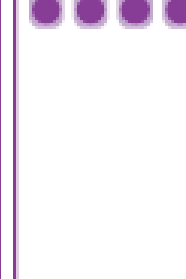
$$5 \times 3 = 15$$

$$15 \div 3 = 5$$



$$3 \times 5 = 15$$

$$15 \div 5 = 3$$

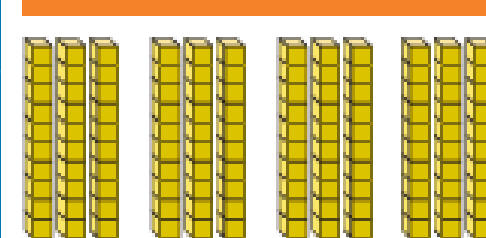


Related Calculations

$$3 \times 4 = 12$$



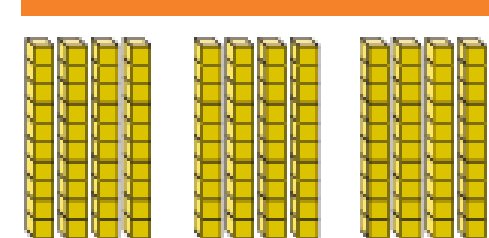
$$30 \times 4 = 120$$



$$4 \times 3 = 12$$



$$40 \times 3 = 120$$



Written Multiplication Methods - No Regrouping	Written Multiplication Methods - With Regrouping
Tens Ones	Tens Ones
T O 2 3 × 3 6 9 23 × 3 = 69	T O 2 4 × 4 9 6 24 × 4 = 96
Written Division Methods - No Regrouping	Written Division Methods - With Regrouping
Tens Ones	Tens Ones
4 8 2 1 84 ÷ 4 80 ÷ 4 4 ÷ 4	3 4 1 5 45 ÷ 3 30 ÷ 3 15 ÷ 3

Science



Year 3: Plants
Knowledge Organiser

Careers connected to this unit: botanist, farmer, florist, gardener



Lesson Sequence



1. Compare the effect of different factors on plant growth



2. Describe the functions of different parts of a flowering plant



3. Investigate the way in which water is transported within plants



4. Explore the part that flowers play in the life cycle of flowering plants

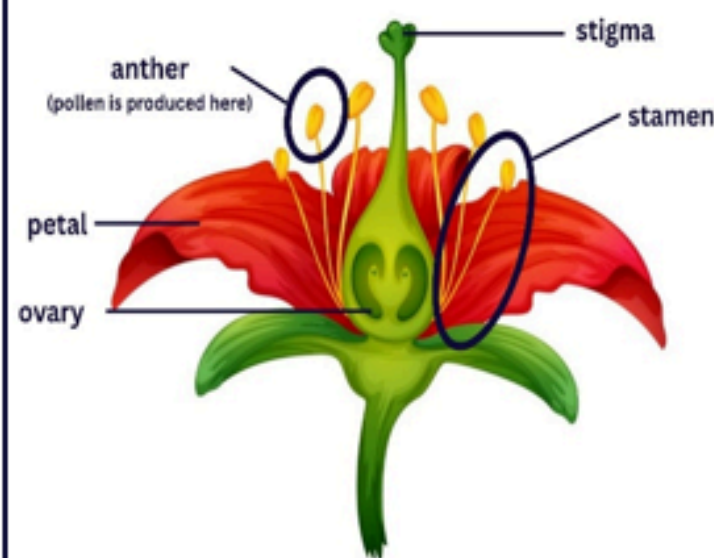


5. Understand the pollination process and ways in which seeds are dispersed

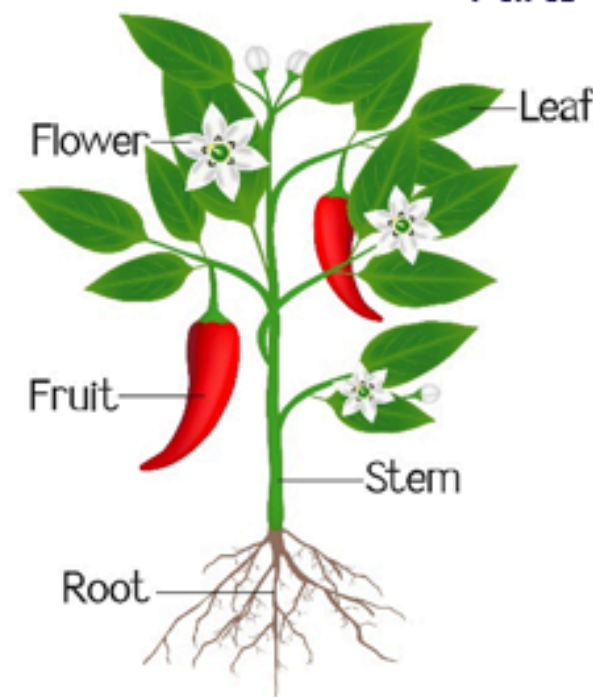


6. Compare the effect of different factors on plant growth

Parts of a Flower

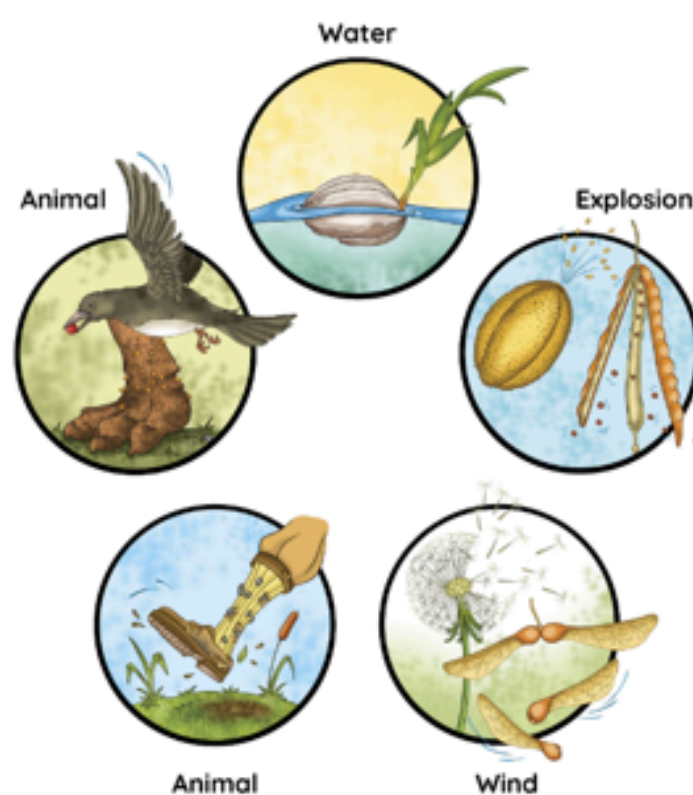


Parts of a Plant

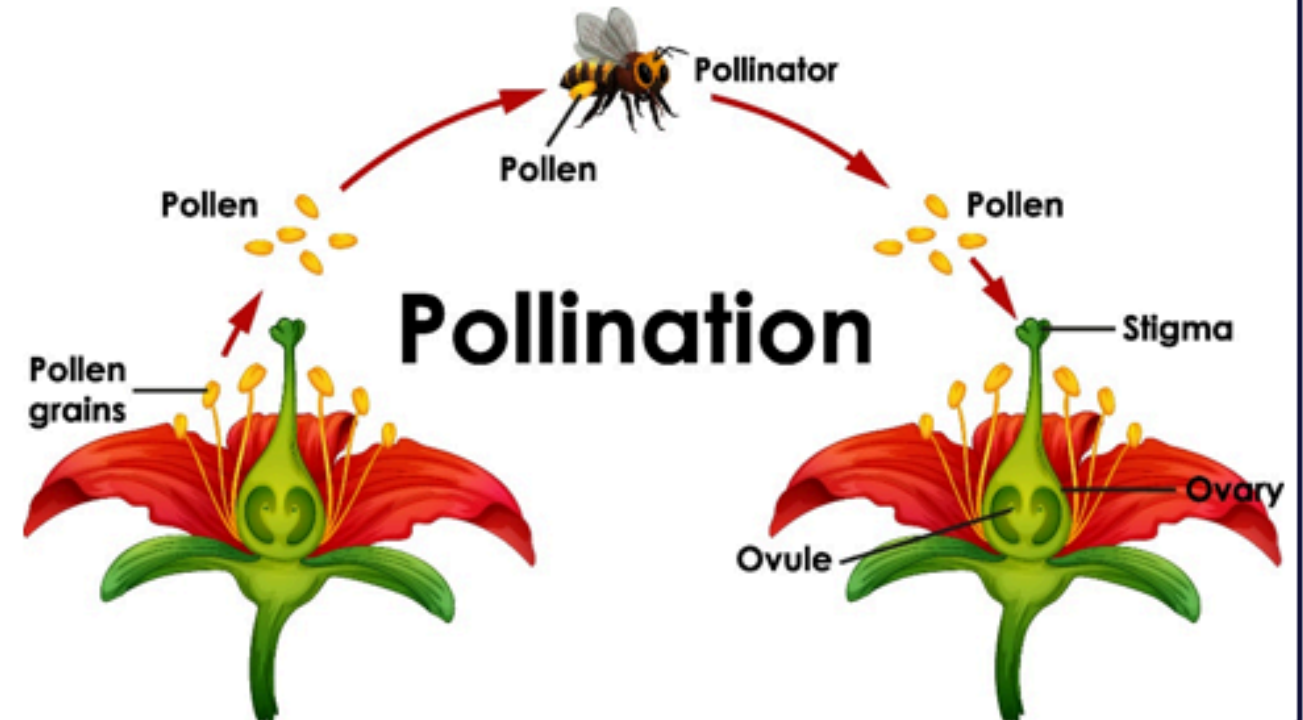


1. The roots of a plant absorb water from the soil and anchor it.
2. The stem transports water to the leaves.
3. The leaves make food for the plant through photosynthesis
4. The flower is where the plant reproduces through the processes of pollination, fertilization, seed formation and dispersal.

Seed Dispersal



Pollination



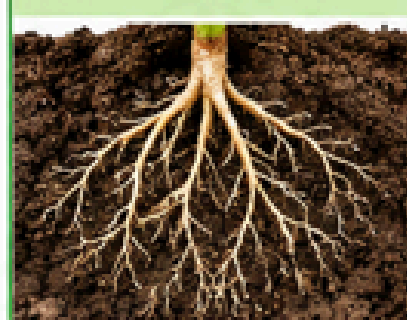
Year 3: Plants – Picture Vocabulary

plant



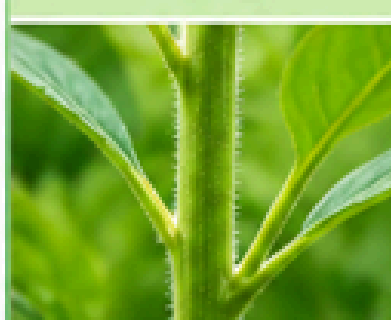
A living thing that makes its own food.

root



The roots absorb water from the soil and anchor the plant.

stem



The stem transports water to the leaves.

leaf



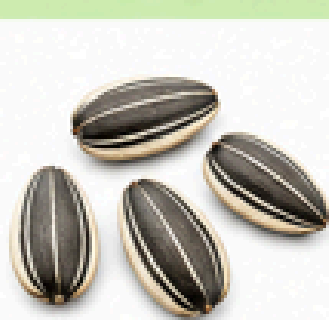
The leaves make food for the plant through photosynthesis.

flower



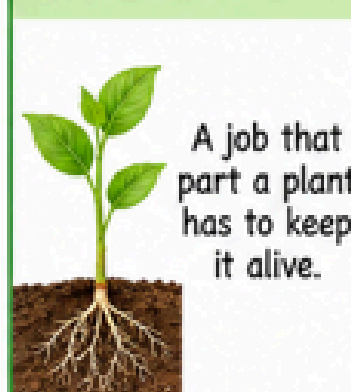
The flower is where the plant reproduces.

seed



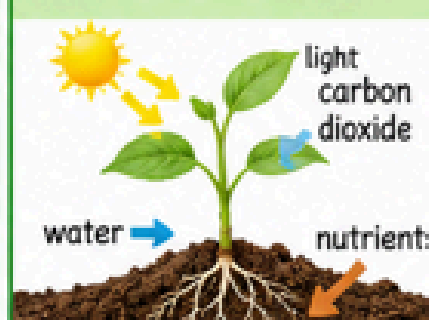
A seed can grow into a new plant.

function



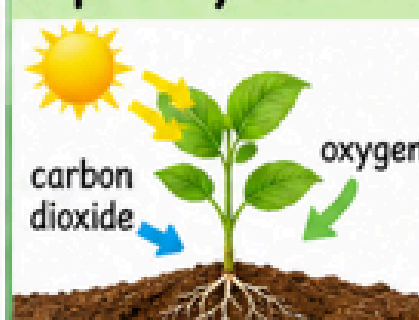
A job that part a plant has to keep it alive.

nutrients



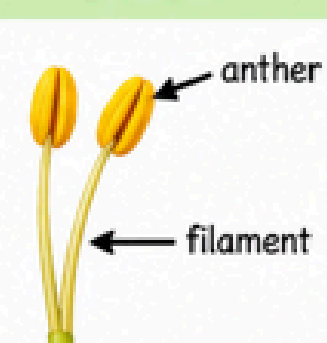
A substance that is needed for healthy growth, development and functioning.

photosynthesis



The process in which green plants use sunlight, water and carbon dioxide to make their own food.

stamen



The stamen is the male part of the flower.

anther



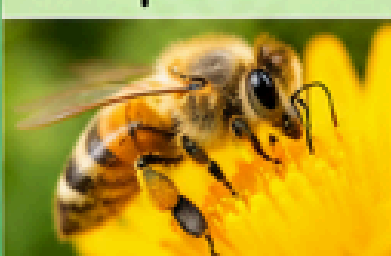
The anther is the top of the stamen that produces the pollen.

stigma



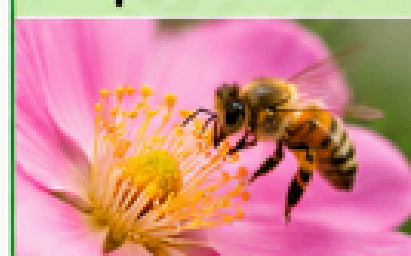
The stigma is the female part of a plant that is sticky to collect pollen.

pollen



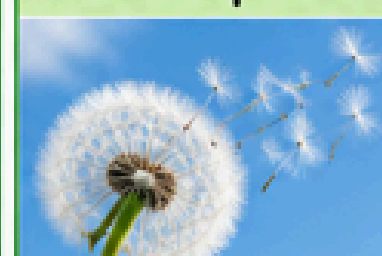
A fine powder produced by certain plants for the pollination process.

pollination

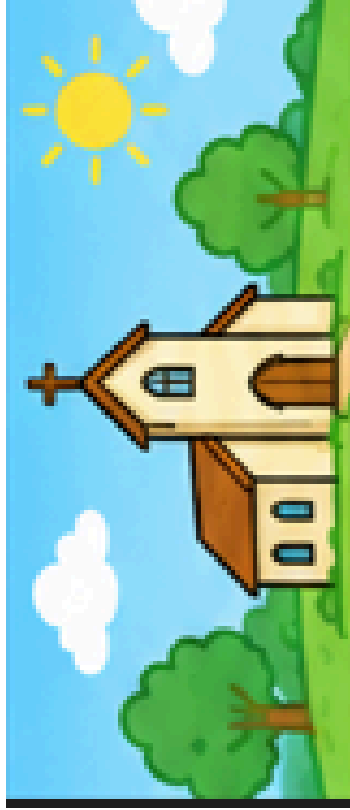


The process by which pollen is moved from the male to the female part of a flower.

seed dispersal



The scattering or spreading of seeds.



What is it like to follow God?

Knowledge Organiser

Year 3
RE

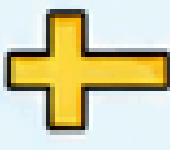
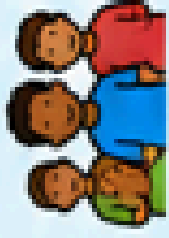
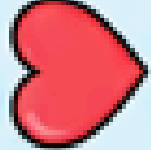


Key Question



What is it like to follow God?

Key Vocabulary

	God	The Creator of the world, who Christians believe is loving, kind and always with them.
	Christian	A person who believes in God and follows Jesus.
	Bible	The special book for Christians which tells them about God and Jesus.
	Prayer	Talking to God. Christians pray to thank, to ask for help and to be close to God.
	Worship	Showing love and respect to God through prayer, singing, listening and being together.
	Faith	Believing in God and trusting him, even when you cannot see him.
	Follow	To try to live in the way Jesus showed.
	Service	Helping others, just like Jesus did.

Key Learning



- Christians believe God is loving, kind and always with them.
- Following God can guide the way people live.
- Christians show their faith through prayer, worship and actions.
- The Bible helps Christians understand what God is like.
- Christians try to follow the example of Jesus in their everyday lives.



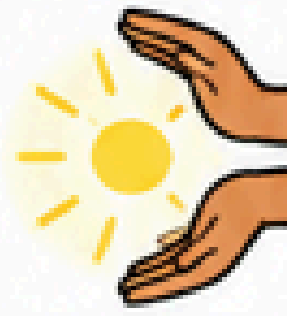
What do Christians believe about God?



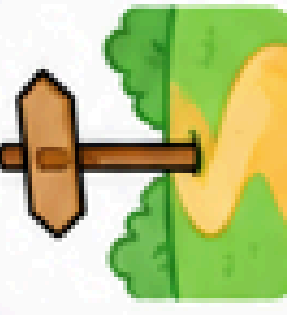
God is loving and kind.



God created the world.



God is always with people.



God can guide people and help them to make good choices.

The example of Jesus



Christians believe that Jesus showed them how to live. He was kind, caring, helped people and treated everyone with love and respect. Christians try to follow Jesus' example in their everyday lives.

Who are Christians?

Christians are people who believe in God. They follow the teachings of Jesus and try to live their lives in the way he showed. They are part of a Church community and meet together to worship, pray and learn from the Bible.



How do Christians show their faith?



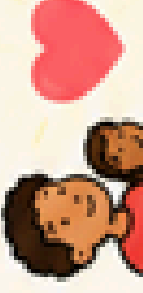
Prayer
Talking to God.



Reading the Bible
Learning about God and Jesus.

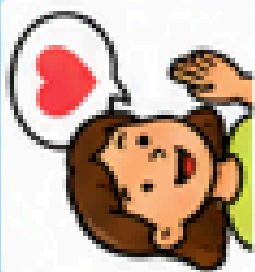


Worship
Meeting together in church.



Actions
Trying to be kind, help others and follow the example of Jesus.

How might it feel to follow God?



Feel loved and cared for.



Feel peaceful and hopeful.



Feel part of a community.



Feel guided to make good choices.

RE

How have children's lives changed?

Compare Tudor, Victorian and modern times.

How have children's lives changed?

Compare Tudor, Victorian and modern times.

How have children's lives changed?

Key Vocabulary

apprentice*

A young person who learns a trade or occupation in return for accommodation, clothing and food.

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	change Things that are different.	

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change	 Things that are different.
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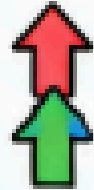
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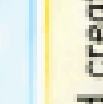
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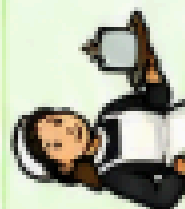
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law	 A rule that everyone in a place must follow, decided by the people in charge.
modern	 Relating to the present or recent past.
poverty*	 Having little money to pay for accommodation, food, heating or clothing.
primary source	 An object or record created at the time of an event or period.
secondary source	 An object or record created after an event or period.
servant*	 A member of staff who kept the house clean and looked after the family.

Key Vocabulary		
apprentice*		A young person who learns a trade or occupation in return for accommodation, clothing and food.
change		Things that are different.
childhood*		The time between infancy and adolescence.
continuity*		Things that remain the same.
deduction*		Conclusions reached after looking at sources.
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servant*		A member of staff who kept the house clean and looked after the family.
working conditions*		The environment in which people work, including safety, hours and pay.

Health

Many children did not live to adulthood in Tudor and Victorian England. They were malnourished due to poor harvests. Diseases such as smallpox, cholera and the plague spread rapidly.

Children often got very poorly.

The development of vaccines, antibiotics and medical care has led to children recovering from illnesses.

Vaccines and medical care help children today.

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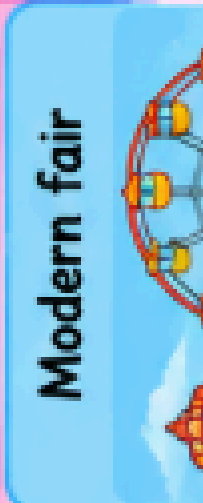
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Fairs through time

Tudor frost fair	Victorian fair	Modern fair
		

During the Tudor period, fairs were held to celebrate saint's days in local towns. Children would have watched jesters walking on stilts, juggling or performing tricks; watched archery demonstrations; bought food; and enjoyed plays. By the Victorian period, there were swingboats and carousels. Today, technology has transformed fairgrounds into huge theme parks.

Fairs through time

Tudor frost fair	Victorian fair	Modern fair
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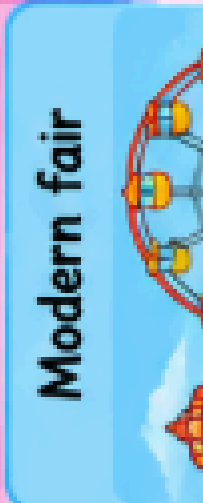
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Lord Shaftesbury (1801–1885)



Lord Shaftesbury encouraged the establishment of schools to give working children an education. He also publicised the poor working conditions of children and introduced parliamentary bills to reduce the numbers of hours children worked.

-  More schools
-  Education for working children
-  Parliamentary bills
-  Fewer hours of work

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Apprentices

Tudor and Victorian children as young as seven left home to become apprentices.

They swore an oath to remain loyal to their master. In return, they received training, food and lodging.

Children – mostly boys – trained to become blacksmiths, cobblers, gong farmers, shipmakers, publishers and more.



blacksmith



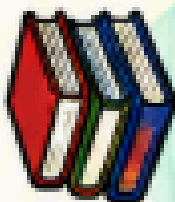
cobbler



gong farmer



shipmaker



publisher

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A cartoon illustration of a blacksmith, likely a boy, working in a forge. He is wearing a brown cap, a dark shirt, and yellow overalls. He is holding a large hammer in his right hand and a piece of glowing red-hot metal in his left hand, positioned over a large anvil. The background shows a stone wall with various tools hanging on a rack.

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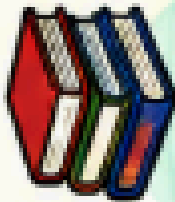
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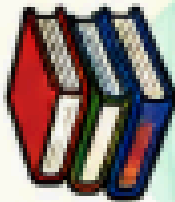
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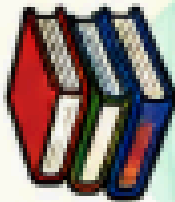
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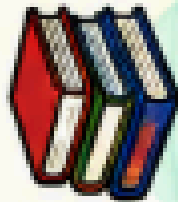
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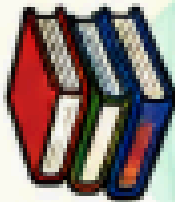
cobbler



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shipmaker



publisher

French

Les saisons

phonics

on sound in:
• saison 

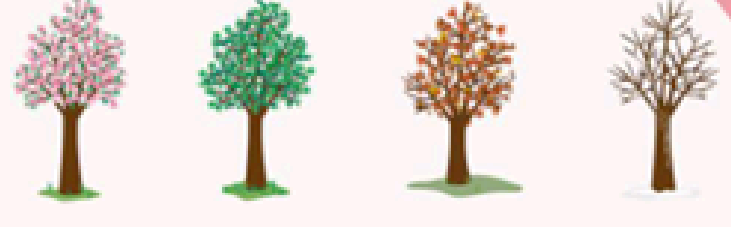
ou sound in:
• jours 

oi sound in:
• froid
• oisiaux 

ch sound in:
• chantent
• chaud  

vocabulary

The 4 seasons in French.



My favourite season is...

Ma saison préférée, c'est...



Descriptive phrases linked together using the conjunction 'et' (and).

e.g. En été, le soleil brille et il fait chaud.

In summer the sun shines and it's hot.

grammar

In this unit, we see 3 different ways of saying the definite article/determiner 'the' in French.

le

Masculine singular

l'

For nouns beginning with a vowel

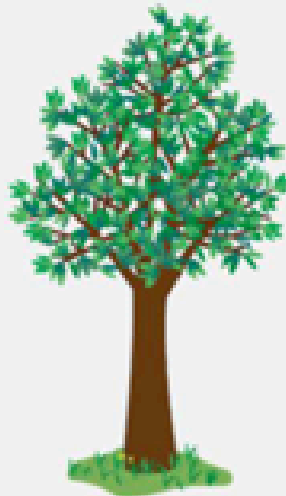
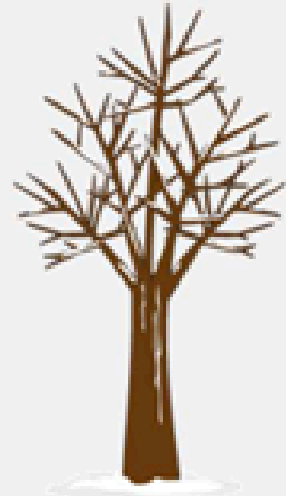
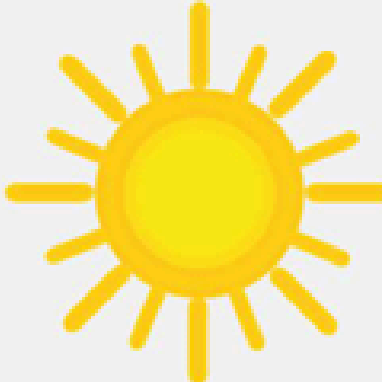
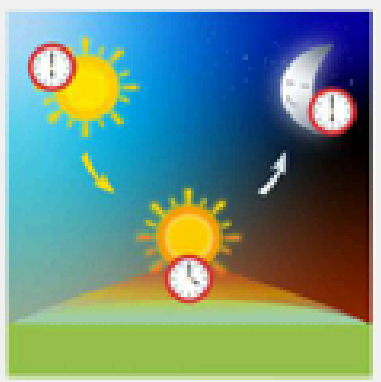
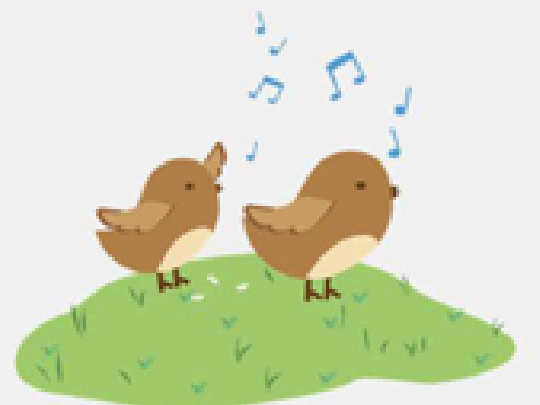
les

Plural

What I will learn:

- ☐ Objective 1: I will learn to recognise and recall the 4 seasons with the correct articles/determiners and express which one is my favourite in French.
- ☐ Objective 2: I will learn 2 phrases that can be used to describe spring in French.
- ☐ Objective 3: I will learn 2 phrases that can be used to describe summer in French.
- ☐ Objective 4: I will learn 2 phrases that can be used to describe autumn in French.
- ☐ Objective 5: I will learn 2 phrases that can be used to describe winter in French.

Les saisons

 le printemps	 l'été	 l'automne	 l'hiver
 les fleurs poussent	 le soleil brille	 les jours raccourcissent	 il fait froid
 les oiseaux chantent	 il fait chaud	 les arbres perdent leurs feuilles	 les animaux hibernent

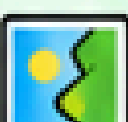
Computing

Video trailers

Year 4 Computing

**Knowledge
Organiser**

Key Vocabulary

Application		A computer program, sometimes called an app.
Desktop		A tower computer that needs a mouse, keyboard and monitor, that remains in one place.
Digital device		Electronic devices that operate off a binary system in 1s and 0s.
Edit		To change and amend something.
Film		Recorded moving pictures, that can make up a clip or film.
Film editing software		Software with editing abilities to cut, crop and add effects to video footage.
Graphics		The use of images or visuals designed to communicate, demonstrate a concept or promote something.
Import (software)		To pull another file into software, to place, edit and manipulate.
Key events		Important parts within a narrative or a particular period in time.
Laptop		A compact computer that is easy to carry and move around.
Plan		An idea about how to do something in future.
Recording (media)		To capture sounds or video footage, using an electronic device.
Sound effects		Sounds to enhance an event or bring fantasy aspects to life in a film or other media, for example, the whoosh of a time machine.
Time code		Time references on film or animations.
Video		Recorded moving pictures, that can make up a clip or film.
Voiceover		A voice recording which overlays a video or presentation.

What is a video trailer?

A video trailer is a short film which gives people an exciting preview of a story, game or event.



The stages of making a video trailer

- 1 Plan**

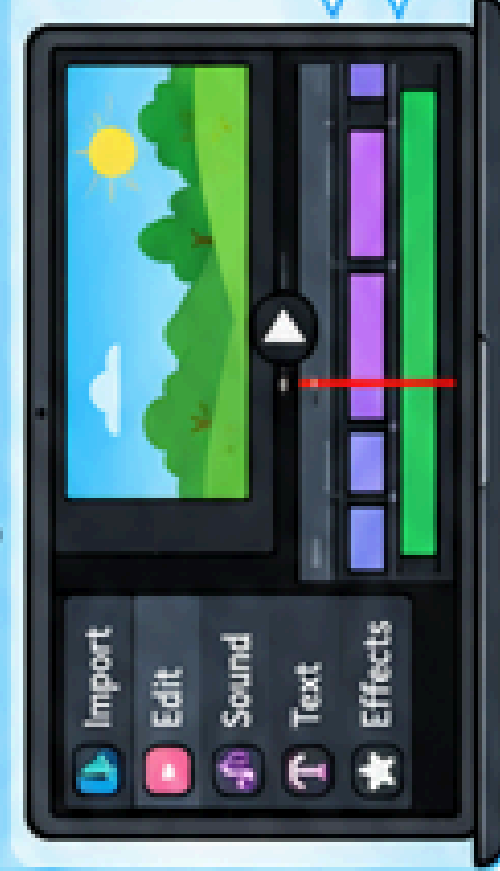
Decide the key events and plan your ideas.
- 2 Record**

Capture video clips and sound.
- 3 Edit**

Cut, crop and add effects using film editing software.
- 4 Improve**

Add transitions, graphics, sound effects and a voiceover.

Film editing software

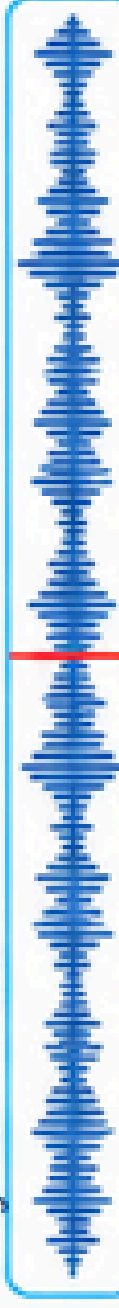


We can:

- import files
- cut and edit clips
- add transitions
- add graphics
- add sound effects
- add a voiceover
- arrange clips using a time code

Sound waves

Digital sound waves can be viewed and edited on a computer. They look like this:

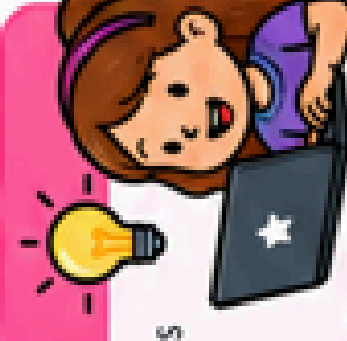


Transitions (special effects)

Transitions are visual effects that can be applied to occur in-between digital media (slides, images or video clips).

Morph		The media appears from a selected corner.
Cross zoom		The media zooms and fades in from the middle.
Peel off		The page peels off to reveal the media.
Dip to black		The media fades to a black screen.
Directional wipe		The media appears from a selected side.

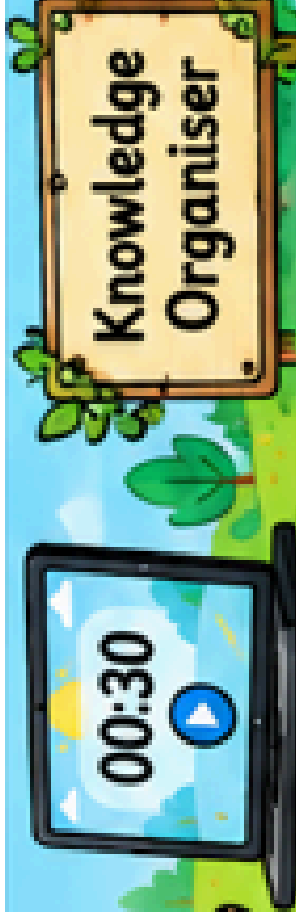
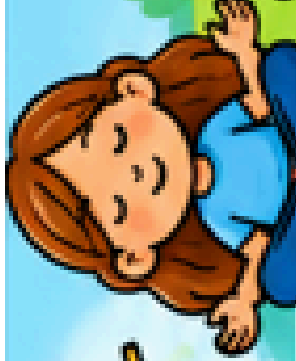
Key facts



- 
- We can add graphics, text and sound effects to make a trailer exciting.
 - A voiceover can give more information.
 - We use a time code to find a specific part of the video.
 - Digital devices include laptops, tablets and desktop computers.
 - Video trailers are made by recording, editing and adding effects.
 - Good planning helps us include the key events.



Digital world: Mindful moment timer



Knowledge
Organiser

Key Vocabulary

advantage Something good about a product that helps the user.

aesthetic How something looks.

brand A particular company's products and logo.

disadvantage Something about a product that makes things more difficult.

ergonomic How comfortable a product or piece of equipment is to use.

exhibition An event where things are shown to the public.

loop A series of instructions that is repeated.

prototype A first example of something.

research A detailed study of something to get more information.

variable A word that stands for a set of values or numbers.

Countdown from 30



This code counts down from 30.



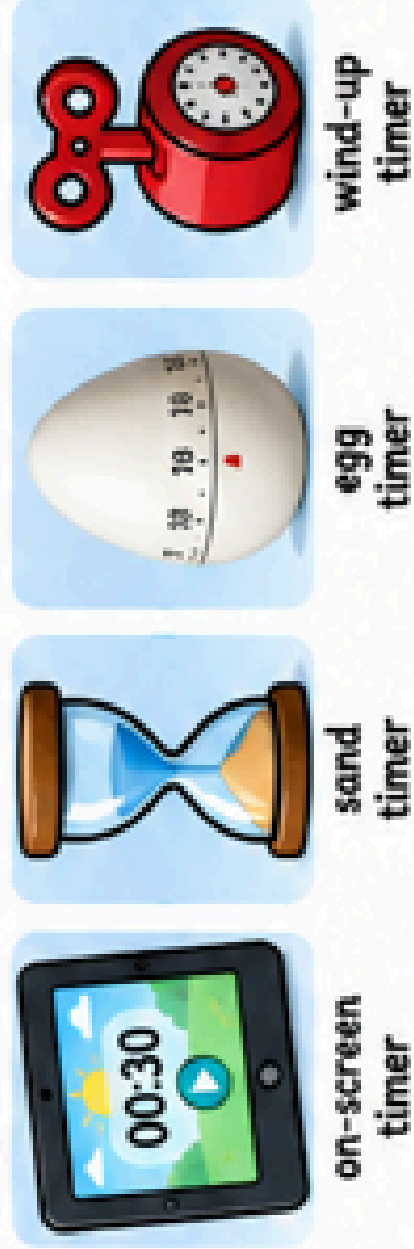
What is a mindful moment timer?

A mindful moment timer helps people pause, relax and take time for a short mindful moment.

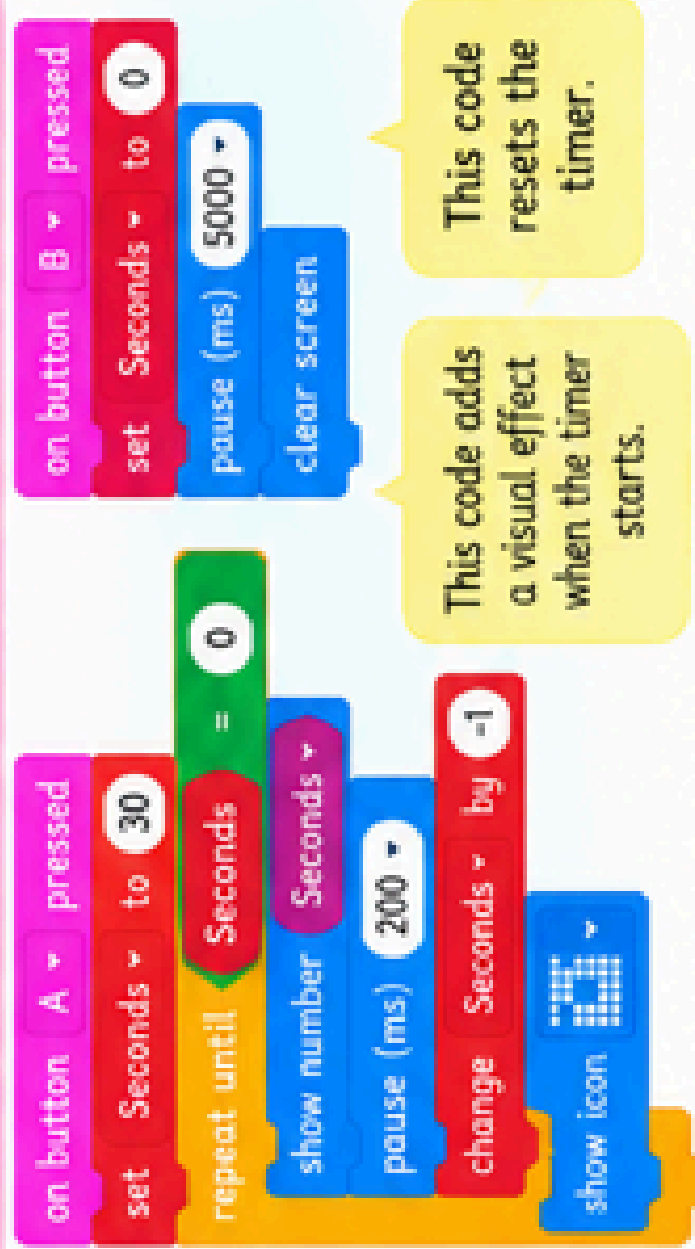
It can be used in school to help with wellbeing.

Product forms

Many products that have similar functions take different forms.

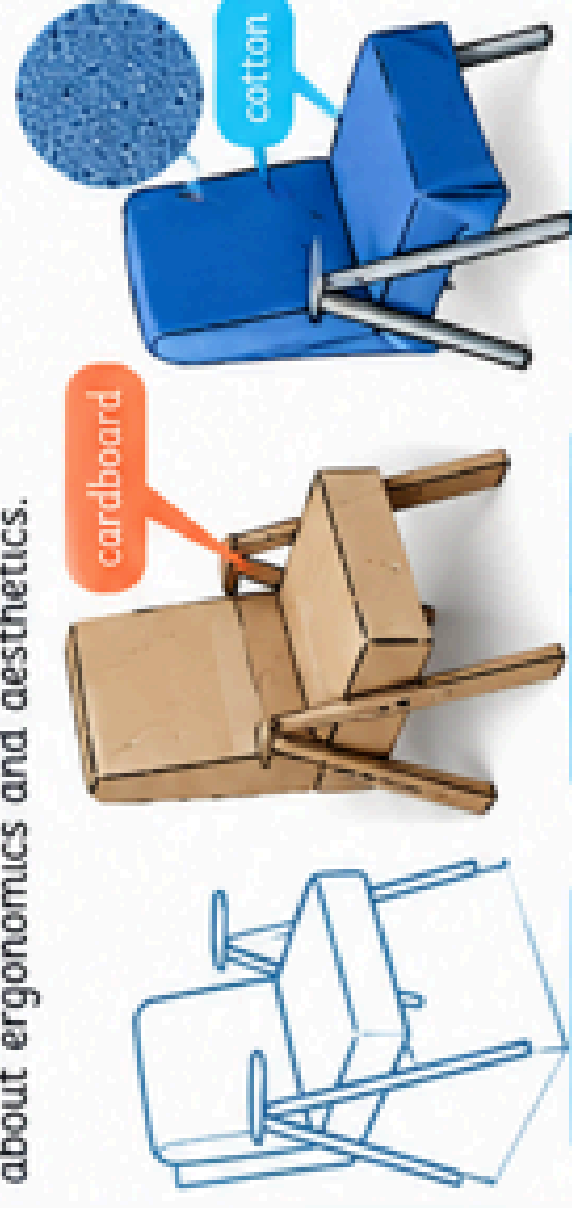


Adding a visual effect and a reset



Prototypes

Prototypes are the first examples of a product made with cheap, easy-to-find materials. They let you test the form and function of an idea and help gather feedback about ergonomics and aesthetics.



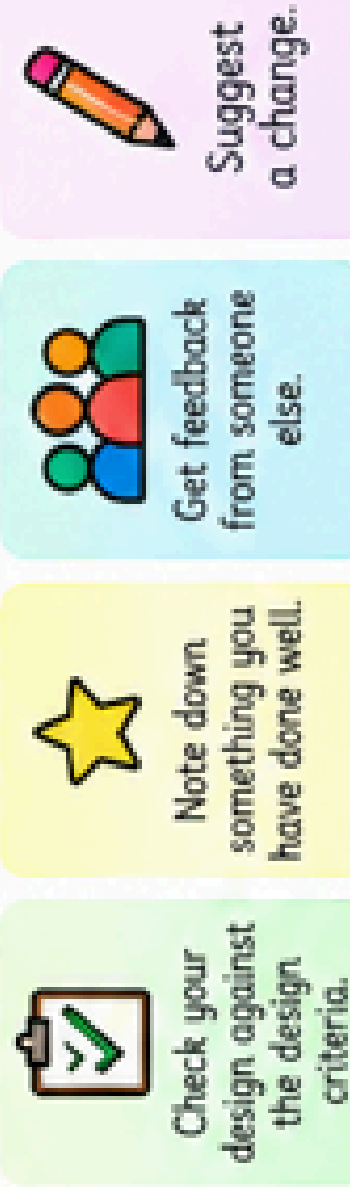
Design idea

Prototype using cheap materials

Trying different materials

They help you make better decisions about size, shape and materials for the next version or the final design.

Tips for a good evaluation



Design criteria



RSE & PSHE - What helps us feel safe and included?

behaviour*	What a person does.
boundaries*	Limits that keep people safe or comfortable.
communicate	To share ideas or feelings using our bodies, words, writing or pictures.
falling-out*	A disagreement that stops friends getting along.
fair	Allowing everyone the same opportunity.
friendship*	A caring relationship where people enjoy time together and trust each other.
relationship*	How people are connected to each other.
respect*	Being thoughtful in the way we think, speak and act.
self-respect*	Treating yourself with care.



Personal boundaries

We can tell others what we are and are not comfortable with. Use the following to help communicate a personal boundary:

- I'm not comfortable with...
- Please don't...
- I don't like ...
- I would rather you didn't...
- Can you please...?
- I need some space.
- That makes me feel uncomfortable.



Kapow



Friendships

When friends fall out, we can use kind and fair words to solve the problem. Try saying:

- I felt upset when...
- Can we talk about what happened?
- I didn't mean to upset you.
- Can we start again?
- I'm sorry about...

Bullying

Bullying is when someone is unkind on purpose, again and again. If you see or experience bullying:

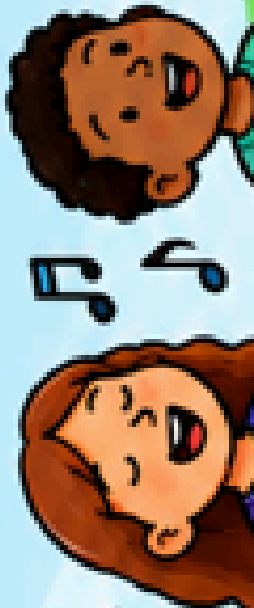
- Tell a trusted adult.
- Stay close to a friend or safe adult.
- Use kind words. Do not join in.

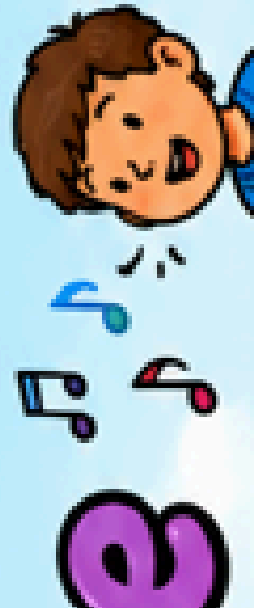


PSHE

Music

Year 4 Music







Knowledge Organiser



Diction

Forming words clearly and accurately.



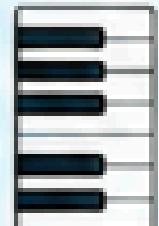
Dynamics

The volume of sound.



Harmony

A musical effect created by a combination of tones or multiple parts.



Octave

A distance of eight notes.
(e.g. A-B-C-D-E-F-G-A)



Ostinato

A repeated rhythm or melody.



Pentatonic scale

A 5 note scale which consists of the 1st, 2nd, 3rd, 5th and 6th notes of a scale.
Eg. C, D, E, G, A.



Substantive Knowledge
(Important things to know)

- Many traditional songs use the pentatonic scale.
- Melody lines can be created from one or more phrases.

Traditional songs

Many traditional songs use the pentatonic scale. They often have simple, memorable melodies and are passed down over time.

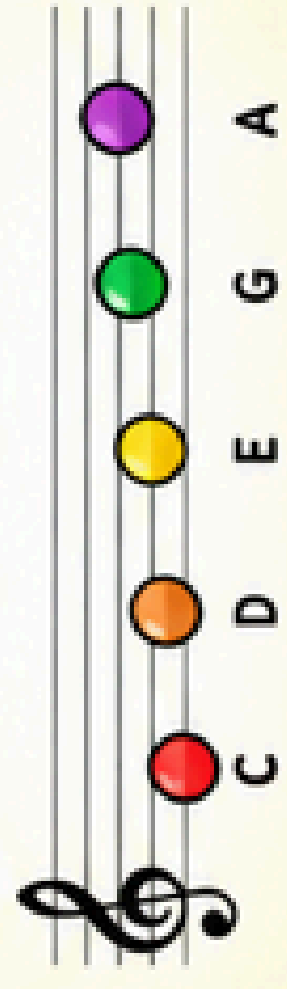
Key Learning Objectives
(What I will learn to do)

- Sing with an awareness of breathing and pronunciation.
- Sing fluently in unison or parts and pitch match accurately.
- Maintain my own part when singing in multiple parts, following directions.
- Use graphic notation to create a melody.
- Comment on my own and other people's performances using Year 4 vocabulary.



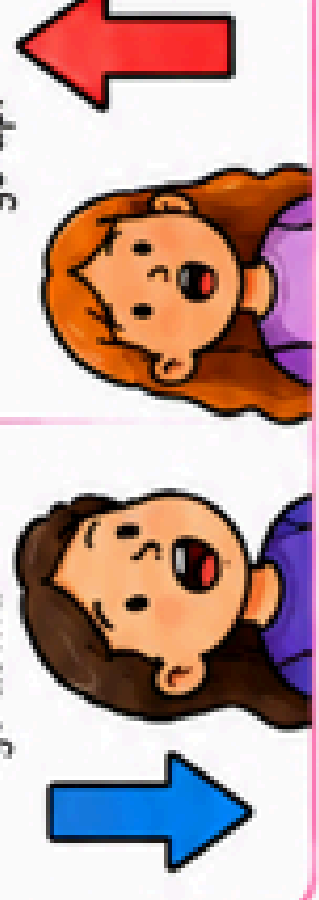
The Pentatonic Scale

A 5 note scale which consists of the 1st, 2nd, 3rd, 5th and 6th notes of a scale.



Pitch

Low sounds go down.
High sounds go up.



Tempo

The speed at which a piece of music is played.



Key Musical Vocabulary

Rhythm
The pattern of sounds played through time, formed by a series of notes.

Scale
A set of musical notes ordered by pitch.

Tempo
The speed at which a piece of music is played.

Tone
A musical or vocal sound with reference to its pitch, quality and strength.

Phrase

A series of notes that sound complete even when played apart from the main song.

Pitch

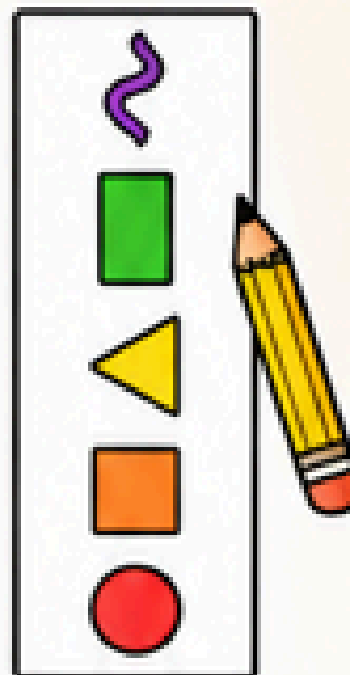
How high or low a note is.

Pitch-match

Sing the same pitch as the leader.

Graphic notation

Use pictures or symbols to create your own melody.



Singing skills

Breathe
Take a deep breath.

Sing clearly
Use clear diction.

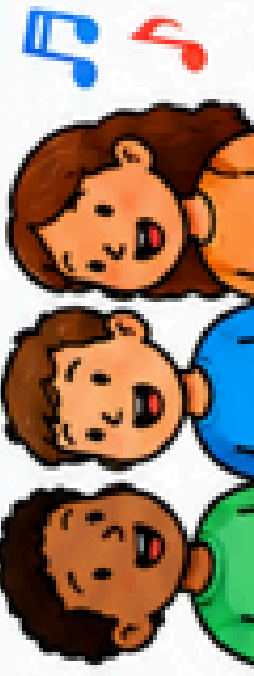
Pitch match
Listen and sing the same pitch.

Sing in parts
Keep my own part and follow directions.

Singing together

We can sing in:

- Unison (the same melody)
- Rounds (starting at different times)
- Parts (different melodies at the same time)



Perform and review

I can talk about my own and other people's performances using Year 4 vocabulary.



I think... I like... It was effective because...