Jennett's Park Primary School - Year 5 Long Term Plan 2021-22

Topic	Space		WW1		Ancient Egypt	
WOW, trips, resources		Planetarium	WW1 interactive workshop		Canopic Jars	
Literacy	• Create a persuasive piece about why someone should visit our planet as their holiday destination. • Write a set of instructions on how to create a periscope • Write a setting description about our planet	• Create a biography of Katherine Johnson • Write a Sci fi novella • Create a poem in the style of 'The Witch'	• News report • Story from soldier in Christmas Truce • Non chron report if time on WW1. Recipes baked- written up	Letter from a soldier to home • Story from perspective of an animal in the war • Evaluation and explanation text of trench	Balanced argument: should it be made illegal to excavate tombs? • Action-adventure story • Write up scientific investigation into mummification • Create instructions on how to make a Shaduf	• Non-chron report about JP • Script for horrible histories about Ancient Egyptians • Writing to entertain- poetry • Presentation on life cycle
Maths	Place Value 4 Operations • Round to the nearest million • Compare numbers within a million • Count in 10s, 100s, 1,000s, 10,000s and 100,000s • Understand negative numbers • Understand roman numerals • Use column addition and subtraction • Complete multi step addition and subtraction	Multiplication, Division, Statistics • Read, draw and interpret graphs • Solve problems using graphs • Interpret tables • Understand prime numbers, square and cube numbers • Multiply by 10, 100, 1000 • Divide by 10, 100, 1000 • Measure and calculate area and perimeter of shapes	Multiplication/Division FDP • Multiply multi digit sums (4 digit by 2 digit, 3 digit by 2 digit) • Divide with remainders • Understand equivalent fractions • Covert mixed numbers to improper fractions and vice versa • Compare and order fractions less than 1	FDP • Add and subtract fractions within 1 • Add and subtract mixed numbers • Multiply fractions by an integer (unit and non unit) • Use fractions as operators • Convert decimals and fractions • Order and compare decimals, fractions and percentages	Decimals Geometry: Shape • Add and subtract decimal numbers • Add and subtract wholes and decimals • Multiply decimals by 10, 100, 1000 • Divide decimals by 10, 100, 1000 • Measure angles using protractors • Calculate angles (straight line and point) • Calculate lengths and angles in shapes	Geometry Measurement • Translate shapes (and with coordinates) • Understand reflection (with coordinates) • Understand km, kg, mm, ml • Understand metric and imperial units • Convert units of time • Interpret timetables • Compare and estimate volume • Estimate capacity
Science **Investigations** **Living things and their habitats** **Plants** **Animals including humans**	**Focus** • Describe the Sun, Moon and Earth as approximately spherical bodies • Galileo and Copernicus – geocentric and heliocentric	**Focus** Forces and magnets: • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object – investigation	**Focus** Properties and materials: • Compare and group together materials everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity	**Focus** Properties and materials: • Compare and group together materials everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.	**Focus** Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect - what is the best solution to mummify apples/ how did the Egyptians mummify bodies?	**Focus** <u>Animals including humans:</u> • Identify and name a variety of common animals that are carnivores, herbivores, and omnivores • Describe and compare the structure of a variety of

Uses of everyday materials	• Describe the movement of the Earth and other planets relative to the solar system ● Describe the movement of the moon relative to the Earth- oreo moons? Or Jaffa cakes Science: Earth and Space • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky – shadow experiment • Time zones Identify the effects of air resistance, and friction, that act between moving surfaces.- Investigation into air resistance via rocket experiment Making solar systems for displays Measuring shadow lengths	with flour and cocoa powder, dropping objects into it • use test results to make predictions to set up further comparative and fair tests • take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • report and present 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 • identify scientific evidence that has been used to support or refute ideas or arguments	(electrical and thermal) and response to magnets. • Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through One Boy's War filtering, sieving and evaporating • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials , and that this kind of change is not usually reversible, including changes associated with urning and the action of acid on bicarbonate of soda. • use test results to make predictions to set up further comparative and fair tests • take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • report and present 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 • identify scientific evidence that has been used to support or refute ideas or arguments, What kinds of materials would be best for the uniforms in the trenches?	• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Explain that some changes result in the formation of new materials , and that this kind of change is not usually reversible, including changes associated with urning and the action of acid on bicarbonate of soda. Give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood, and plastic	• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with turning and the action of acid on bicarbonate of soda. • Describe the changes as humans develop to old age • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense **Shaduf making – to help with levers and pulleys**	common animals (fish, amphibians, reptiles, birds, and mammals, including pets) <u>Living things and their habitats:</u> ● Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ● Describe the life process of reproduction in some plants and animals

Art ▪ Drawing ▪ Sculpture ▪ Painting	**Artist** – Vincent Van Gogh **Media** – paint, oil pastels **Focus:** Impressionism Painting: stippling, blending paints to create an atmosphere, Oil pastels: shadows, creating texture To know that the artist is still an inspiration and how they inspired others and contributed to the impressionism movement. To understand what impressionism is, how it was created. To explore the use of drawing media to create textures To explore how the use of complementary and analogous colours to create different effects and moods	**Artist**: Peter Thorpe **Media**: Collage: layering textures Painting: applying with a variety of implements to create different effects chalk pastels: blending **Focus**: Abstract Expressionism To know how Peter Thorpe has contributed to Abstract expressionism. To understand: what abstract expressionism is, how it was established and other artists in this style. Sketching our designs, and using methods to create texture and shading To review and evaluate the effectiveness of their sketches and make improvements To use a range of artistic painting tools to create different paint effects	**Artists**: Percy Wyndham Lewis **Media**: Drawing- sketching **Focus**: To learn the various contrasting styles of artists and to critique and replicate these according to our own individual preferences Use of oil pastels and colouring pencils To know how Wyndham Lewis contributed to the vorticism movement, and paved the way for WW2 art to be depicted in a similar manner: such as those by Dorothy Shakespear. To understand what vorticism is and how it was established. To make sketches, to complete missing sections of one of the designs of these artists, identifying colours, shapes, and designs to make a prediction about what fills the missing part of the image To review and critique own sketches and discuss proportion and accuracy of their drawings	**Architects**: The Egyptians Canopic Jars **Media** Sculpture- clay **Focus** To learn how to manipulate clay To understand the importance of canopic jars in Egyptian culture and their importance in us helping to discover more about them. Architects: To understand the canopic jars were stored in tombs, in Great Pyramids, which the Egyptians designed, and that these have withstood the test of time To understand why canopic jars were used and what they represented in Egyptian culture To manipulate clay and a range of tools creatively to make a canopic jar To develop control over the size and position of their sculptures, such as the creature's features, and the lid of the jar, and ensure that it is proportionate	**Designer**: Angie Lewin **Media**: Paint Printing (potentially linocut) **Focus**: To know who the artist is and that they celebrate the UK's flora and fauna To know about several different styles of printing and where these prints were most popular: e.g., wood block printing: Japan To design our prints and sketch our ideas To review and evaluate the use of space and shape, and the level of detail needed in printing designs To use printing to create own imaginative design inspired by Lewin To use printing to create designs with distinct shapes

Computing	Compare a range of online sites for doing Internet research on- Katherine Johnson research •Cross-reference search results to help validate information on them- biography- information on Katherine Johnson. •Understand the term 'digital footprint' and describe strategies for reducing it. •Know how to stay safe when watching and recording videos online	Enter formulae into a spreadsheet to solve calculations and model scenarios, including using =SUM() and statistical functions. • Change the format of cells of cells using: text alignment, borders and data types. • Children develop the excel spreadsheet skills to record a data handling project- recording the movements of the sun.	Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation • To use condition start-action in code • To use condition switches between actions in code • Start to use condition-starts-action in a loop code • Loops and conditionals in coding (lessons 6-15) • https://studio.code.org/s/express-2019	Compare techniques used for manipulating and putting pressure on people online (e safety afternoon) • Understand how to safely send digital messages • https://microbit.org/lessons/musical-microbit-unit-overview/ Pupils compose musical phrases and write algorithms to play their phrases on pitched instruments (e.g. glockenspiels) • They then programme the micro:bit to play their phrases when events are triggered and experiment with using the accelerometer. Finally, they consider whether the micro:bit can be used as a music-making device, especially for those who might not have access to instruments. • Pupils learn to use the if-then function and loop code instructions.	Create a multimedia on-screen presentation over several slides, adding animation and transition effects to enhance it- for RE • Children design and make a multi-media presentation about a learning topic or them self- for RE • Compare ways for manipulating digital images to enhance them- Egyptian art where they took a photo of themselves (if time, if not carry over to term 6) • Create pictures using drawing tools (shapes)- could create hieroglyphs of their own? Or edit images in Egyptian art.	Enter formulae into a spreadsheet to solve calculations and model scenarios, including using =SUM() and statistical functions. • Change the format of cells of cells using: text alignment, borders and data types • Children develop the excel spreadsheet skills to record a data handling project-. • Children design and make a multi-media presentation about a learning topic or them self- JP documentary/ Horrible histories on the Egyptians dt link: • https://microbit.org/lessons/data-handling-unit-summary/ Children write and evaluate algorithms and programs using selection and repetition to use micro:bit as a temperature recorder, an automatic warning system and a digital assistant. Lesson 3 especially as they have to create their own product- explain that they are going to design a gadget that can that either responds to changes in light level or temperature Could this be linked to climate change?

Design Technology levers, sliders, wheels and axles	**Focus** – Rocket for cardboard day **Evaluate** – **Design and Make**– Rockets for cardboard box day Create a rocket: • Design purposeful, function, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ,where appropriate, information and communication technology		**Focus** – Trenches **Evaluate** – **Design and Make**– •Design purposeful, function, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock0ups and ,where appropriate information and communication technology • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including, construction materials, textiles and ingredients, according to their characteristics • Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve work • Evaluate: Understand how key events and individuals in design and technology have helped shape the world- discuss changes • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures •Understand electrical systems in their products?			**Focus** – Shadufs **Evaluate** – **Design and Make**– Design purposeful, function, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock0ups and ,where appropriate, information and communication technology • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping , joining and finishing] • Select from and use a wide range of materials and components, including, construction materials, textiles and ingredients, according to their characteristics • Investigate and analyse a range of existing products (look at different pulley systems and old Egyptians systems?) • Evaluate their ideas and products against their own design criteria and consider the views of others to improve work • Understand how key events and individuals in design and technology have helped shape the world- • Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages) • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Microbit programming DT- see computing curriculum plan above in this term.

Cooking and Nutrition	**Focus –**		• Understand the principles of a healthy and varied diet- look at rations – What would make a healthy diet for a soldier in World War One? • Cook a meal- using WW1 recipe- using rationing methods 'prepare and cook a variety of predominately savoury dishes using a range of cooking recipes' • Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed- link to eating at home during the war, home grown		Cook a meal- using ancient Egyptian recipe- 'prepare and cook a variety of predominately savoury dishes using a range of cooking recipes'	
Geography Maps and Atlases **Locational knowledge** ▪ The world's seven continents and five oceans ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	**Focus –** Where in South America should we build a space shuttle launchpad? Name, locate, identify continents, main countries including N and S America, some key states of America and their features- why build air shuttles bases here? Where in South America could they build one? Look at the human and physical features of these places: Climates zones, biomes- choose a couple, Vegetation belts (specific plants within those biomes)- look at a couple of key biomes in N and	**Focus –** Where in South America should we build a space shuttle launchpad? Name, locate, identify continents, main countries including N and S America, some key states of America and their features- why build air shuttles bases here? Where in South America could they build one? Look at the human and physical features of these places: Climates zones, biomes- choose a couple, Vegetation belts (specific plants within those biomes)- look at a couple of key biomes in N and South America- build up over the year about	**Focus –** Countries involved in ww1: Use maps/globe/atlases to locate continents and countries- locate why they were involved- what was in it for them, why did they need to become involved- e.g. close to countries under attack etc ? Look at features of these. Use 8-point compass, 4 figure grid references, symbols and keys (using map work to locate cities and identify features of them listed in map symbols). – build onto 8 point compass if needed Name, locate and identify the main cities in England and the UK, and coasts- Which cities were heavily hit during WW1- why is that? Are they still major cities now? Do we think they would be a good focus for an attack now? Are they thriving? How so?	**Focus –** Geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America- who were all involved in WW1. Can create a holiday brochure about said region?- link this to biomes too- any additional information on biomes that we can add and build to our biome portfolio? • Use 8-point compass, 4 figure grid references, symbols and keys (using map work to locate cities and identify features of them listed in map symbols). – build onto 8-point compass if needed • Remind chn about position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, and Capricorn, Artic and Antarctic circle- just in	**Focus –** Look at what Biome Egypt fits into and human and physical features of Egypt: Climates zones, biomes, Vegetation belts (specific plants within those biomes) – remember: a biome is a climate zone and everything that lives in it. • Use maps/globe/atlases to locate continents and countries • Name, locate, identify: Continents, main countries • Fieldwork of local area surrounding school Including sketches, maps, plans, graphs and digital technology https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&lang=en-GB (this may need to continue into	**Focus –** may need to carry on from research into Jennett's park from last time) •Erosion, and deposition. •Understand how humans affect the Earth over time. •Why and how do people seek to sustain their environment? Link to class text- floodland and how this could have happened?

Place knowledge **Human and physical geography**	South America- build up over the year about biomes. remember: a biome is a climate zone and everything that lives in it. • Use maps/globe/atlases to locate continents and countries. • Use 8 point compass, 4 figure grid references, symbols and keys (can link to PE for compass points etc and symbols via orienteering- may just want 4 compass points initially) • Significance of GMT- link to space and the time zones • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, and Capricorn, Artic and Antarctic circle- link to biomes and equator and heat.	biomes. remember: a biome is a climate zone and everything that lives in it. • Use maps/globe/atlases to locate continents and countries. • Use 8 point compass, 4 figure grid references, symbols and keys (PE links and orienteering and Space investigations) • Significance of GMT- link to space and the time zones • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, and Capricorn, Artic and Antarctic circle- link to biomes and equator and heat.	Remind chn about position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, and Capricorn, Artic and Antarctic circle	lesson, no need to plan for a lesson on this.	term 6- totally fine if so)- can create an advert for JP to send to estate agents, recommending all the things JP has. This links to: Understand how humans affect the Earth over time.	
History Skills ▪ To use primary resources to make explanations about the past ▪ Changes within living memory. ▪ Events beyond living memory	**Focus –** To know when, why and how the Space Race began and who was involved. Look at the representation and importance of women in the space race and how their roles progressed- Hidden figures- and how this affected women's roles in this industry. To describe the key events in the space race (eBooks created on each key event by groups of chn) To ask and answer historical questions about the Space Race and key events. To know and correctly use the terms used to describe the Space Race: Satellites, orbit, NACA, NASA, ISS, Hubble Space Telescope, Soviet Union (and how Russia has changed names etc)		**Focus –** To know when and why WW1 started and the locations of the countries involved To discuss why men signed up to the army in World War One- what did they believe? What were they told- linking to propagandas in later objective? To describe the significance of some of the major events in the lead up to and within WW1- such as The shooting of Arch Duke Franz Ferdinand and The Christmas Truce. To ask and answer complex questions about the conditions of the trenches and the lives of soldiers in WW1 To look at the power of propaganda from varying countries and how this affects what people believe and view about the war: E.G. Germany's propaganda to Britain's.		**Focus –** To describe the difference between ancient and modern, locating ancient Egypt in time and place and e, noting other significant global civilisations of the era To examine how Egyptian relics were discovered and the significance of Howard Carter and Joanne Fletcher on our knowledge and understanding of the Egyptian civilisation To examine key events during the ancient Egyptian period- such as King Tut's reign, Cleopatra and when these happened	

▪ Lives of significant individuals ▪ Significant historical events, people and places in their own locality	Why the space race was important and what they believe to be the most important event in the Space Race, and why. To examine a range of historically significant sources of evidence of key events of the Space Race and the validity of the evidence: e.g. videos of Neil Armstrong in space, photos from the satellites, newspaper reports etc. Primary and secondary sources and how these are reliable.		To know and correctly use the terms used to describe the historical events of WW1, including invasion, occupation, propaganda, alliance, allied, treaty To discuss what life was like as a soldier in WW1, using evidence and research to organise thoughts.		To ask and answer complex questions regarding the accomplishments of key Egyptian inventions and the impact on our life today. To explore a variety of ancient Egyptian artefacts and explain what they can tell us about everyday life in ancient Egypt- discuss how some Tombs have hieroglyphs scratched off- so they cannot be remembered. To know and correctly use the terms used to describe ancient Egyptian life: Sarcophagus, mummification, tombs, pyramids, shaduf, relics, hieroglyphs, high priest/ess, canopic jars To explain whether it should be legal or illegal to excavate tombs and the scientific and emotional / historical developments that arise from this.	
Languages Language Angels - Spanish	Fonética (Spanish phonetics)	Yo apprendo Español (I'm learning Spanish)	Puedo (I can)	Los animals (animals)	Canciones infantiles (nursery rhymes)	Las estaciones (the seasons)
PE	Jasmine Cognitive Level 6 I review, analyse and evaluate my own and others' strengths and weaknesses. I can read and react to different situations as they develop. Level 5 I can develop methods to outwit opponents. I can recognise and suggest patterns of play which will increase chances of success. I have a clear idea of how to	Jasmine Creative Level 6 I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. Level 5 I can respond imaginatively to different situations. I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others. Level 4 I can link actions and develop sequences of movements that express my own ideas.	Jasmine Social Level 6 I can involve others and motivate those around me to perform better. Level 5 I can negotiate and collaborate appropriately. I can give and receive sensitive feedback to improve myself and others. Level 4 I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.	Jasmine Physical Level 6 I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. Level 5 I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations. Level 4 I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow.	Jasmine Fitness Level 6 I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. Level 5 I can self select and perform appropriate warm-up and cool down activities. I can identify possible dangers when planning an activity. Level 4 I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy.	Jasmine Personal Level 6 I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. Level 5 I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. Level 4 I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult.

	develop my own and others' work. Level 4 I can identify specific parts of performance to work on. I can understand ways (criteria) to judge performance. I can use my awareness of space and others to make good decisions.	I can change tactics, rules or tasks to make activities more fun or more challenging.			I can record and monitor how hard I am working.	
PSHE	• To understand and list the attributes of a good friend • To identify the qualities of a good friend • To consider the rights and responsibilities we have in friendships • To explain what peer pressure is and know ways to challenge it • To explain the possible repercussions of feeling excluded • To know where to turn in times of unhappiness or when witnessing something you are unsure about To explain what makes a situation fair or unfair	To explain what it means to belong and explain why belonging is important • To identify places we feel we belong • To explain what it means to belong and explain why belonging is important • To identify places we feel we belong • To explore gender stereotypes • To explain why it is important to challenge gender stereotypes	• To explain what makes up a healthy meal • To explain the importance of nutrients and fibre • To explain the importance of hydration • To explain the importance of portion control • To interpret and understand the information on food labels • To know that legal and illegal drugs exist	To be aware of the risks associated with drug misuse • To consider the emotional and physical changes occurring during puberty • To explore male and female changes in more detail • To consider the impact of puberty on the body and understand the importance of physical hygiene • To understand the benefits of a growth mindset and explain how we can further develop growth mindsets	•To choose a charity to fundraise for and to plan a charity event •To understand what deductions from payslips are •To understand what budgeting is and why it is important •To understand reasons for migration •To explore migration from a child's perspective	• To hold and evaluate a fundraising event • To understand content that may be appropriate or inappropriate to share online • To identify appropriate people to turn to for help • To understand how to keep safe when cycling • To explain the risks associated with cycling and recognise ways to minimise these risks
RE	How far would a Sikh go for his/her religion? Diwali	Is the Christmas Story True? Do sacred texts have to be 'true' to help people understand their religion?	How can Brahman be everywhere and in everything? • Can arts help communicate religious beliefs??	Did God intend Jesus to be crucified and if so was Jesus aware of this?	What is the best way for a Sikh to show commitment to God?	What is the best way for a Christian to show commitment to God?
Music ▪ Singing songs and speaking	Steel drums	Steel drums	Charanga Livin on a prayer	Charanga The fresh prince of Bel Air	Guitar	Guitar

chants and rhymes ▪ play tuned and untuned instruments musically ▪ listen with concentration and understanding to a range of high-quality live and recorded music ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music			To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel. ● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? ● To know the style of the five songs and to name other songs from the Units in those styles. ● To choose two or three other songs and be able to talk about: ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they	● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel. ● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? ● To know the style of the five songs and to name other songs from the Units in those styles. ● To choose two or three other songs and be able to talk about: ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.)		

			are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time?	○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time?		