



Curriculum 2024/25

Curriculum Intent Statement:

Our school motto 'Learning to Live, Living to Learn' is very much at the core of our curriculum. We aim to provide a curriculum that equips pupils with life skills for the future at all levels.

Our curriculum is designed to:

- recognise children's prior learning
- provide first hand learning experiences
- promote creativity
- allow the children to develop interpersonal skills
- build resilience and become creative, critical thinkers.
- understand their own strengths and areas for development and know how to face challenges
- promote responsibility for learning and future success.

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. This involves developing learning attitudes and resilience – acquiring an understanding that we learn from occasional mistakes made. Teaching the skills of interacting with others, questioning, reasoning and explaining help to create a positive attitude to learning.

English						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing Genres	Poetry Story Recount: diary	Recount Non-chronological report Balanced argument: speech	Instructions Biography Poetry	Recount: report Persuasion: leaflet advert Newspaper	Balanced argument: letter Story Non-chronological report	Story Biography Poetry
GPS Knowledge	Revision of Yr3 Word types Expanded noun-phrases incl. prepositional phrases Paragraphs Plural and possessive –s Apostrophe for possession – singular & plural Fronted adverbials Use of comma after fronted adverbial					

	<p>Inverted commas for direct speech</p> <p>Alliteration</p> <p>Fronted adverbials</p> <p>Use of pronoun / noun to aid cohesion</p> <p>Continue to embed statutory grammar curriculum throughout all writing</p>
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Maths

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Blocks	Place Value	Addition & Subtraction	Multiplication & Division B	Fractions	Decimals B	Geometry: Shape
	Addition & Subtraction	Measurement & Area	Length & Perimeter	Decimals A	Money	Statistics
		Multiplication & Division A			Time	Position & Direction

Science

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	<p>Animals including Humans</p> <p>I know how to describe the simple functions of the basic parts of the digestive system in humans</p> <p>I know how to identify the different types of teeth in humans and their simple functions</p> <p>I know how to construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>States of Matter</p> <p>I know how to compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>I know how to observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>I know how to identify the part played by evaporation and</p>	<p>Sound</p> <p>I know how to identify how sounds are made, associating some of them with something vibrating.</p> <p>I know how to recognise that vibrations from sounds travel through a medium to the ear.</p> <p>I know how to find patterns between the pitch of a sound and features of the object that produced it.</p> <p>I know how to find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>I know how to recognise that sounds get fainter as the distance from the sound source increases.</p>		<p>Electricity</p> <p>I know how to identify common appliances that run on electricity</p> <p>I know how to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p>	<p>Living Things and their Habitats</p> <p>I know how to recognise that living things can be grouped in a variety of ways.</p> <p>I know how to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>I know how to recognise that environments can change and that this can sometimes pose dangers and have an impact on living things.</p>

		condensation in the water cycle and associate the rate of evaporation with temperature.		<p>I know how to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>I know how to recognise some common conductors and insulators, and associate metals with being good conductors.</p>	
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computing	<p>I know that algorithms can be used to accomplish multiple goals.</p> <p>I know how to confidentially debug my code when I encounter a problem. PC1</p> <p>GENERALISATION*: To design, write and debug (correct errors) more complex algorithms that accomplish specific goals.</p> <p>I know how to add multiple complex variables to my block code. PC2: To be able to work with an increasing number of variables and forms of input and output.</p>		<p>I know how to add information, images and links to create a working website. UI4: To begin to create a basic website.</p> <p>Google Sites</p> <p>The site should include the new skills of inserting hyperlinks, print screens and cropping as well as previously learnt skills.</p> <p>I know how to use shortcuts to copy and paste information. UI5: To copy and paste from the internet.</p> <p>OS1: To have an understanding that information published online is public and permanent and be</p>	<p>I know that algorithms can be used to accomplish multiple goals.</p> <p>I know how to confidentially debug my code when I encounter a problem. PC1</p> <p>GENERALISATION*: To design, write and debug (correct errors) more complex algorithms that accomplish specific goals.</p> <p>I know how to add multiple complex variables to my block code. PC2: To be able to work with an increasing number of variables and forms of input and output.</p> <p>I know how to sequence and use inputs and outputs effectively. PC3</p> <p>DECOMPOSITION*: To sequence algorithms to</p>	<p>I know that multiple devices can access a document simultaneously. UT1: To use collaborative software padlet and Google Docs.</p> <p>I know which keys to press and hold in order to move text. UT2: To use copy, paste and cut keys to move information. Use shorthand keys too (Ctrl+C, Ctrl+V and Ctrl+Z).</p> <p>Google Docs on a laptop.</p> <p>I know that I need to input data in a table and then select this data to create a chart. UT3 DATA REPRESENTATION*: To use data within spreadsheets to create graphs or present data in different ways – To create</p>	<p>I know that algorithms can be used to accomplish multiple goals.</p> <p>I know how to confidentially debug my code when I encounter a problem. PC1</p> <p>GENERALISATION*: To design, write and debug (correct errors) more complex algorithms that accomplish specific goals.</p> <p>I know how to add multiple complex variables to my block code. PC2: To be able to work with an increasing number of variables and forms of input and output.</p> <p>I know how to sequence and use inputs and outputs effectively. PC3</p>

	<p>I know how to sequence and use inputs and outputs effectively.PC3 DECOMPOSTION*: To sequence algorithms to enable effective program function. PC123A: Lego Spike Essentials ‘Crazy Carnival games’ to build and move a physical system, combining variables for a purpose with a more complex physical resource.</p> <p>OS3: To develop an understanding on why there are age restrictions within apps/games and that people online may not be who they say are. OS5: To demonstrate an age-related understanding of Online safety when communicating online. Ensure that this is appropriate to your class e.g. only chat to people online that you know and ensure an adult is around.</p>		<p>aware of privacy settings on certain websites/apps.</p>	<p>enable effective program function.</p> <p>PC123b: Use Scratch on the iPad to incorporate speech, sensor blocks, repeat /if/when blocks. Scratch V1 Lessons 1, 2, 5, 6, 7, 8</p>	<p>a table of data and convert this into an appropriate line or pie chart. Google sheets</p> <p>I know how to insert and change images and sounds to create one whole piece of edited digital media. UT4: To select and a manipulate sound and images using a digital device. Use iMovie on the iPad to manipulate sound and images simultaneously.</p> <p>I know how to wire a circuit to create a physical system. UT5: To understand how a physical system works. makey makey hardware (linked to electricity topic) To create a physical electrical circuit using a circuit board.</p> <p>UT6: To understand that work can be saved to an online cloud.</p> <p>OS2: To know the meaning of ‘cyberbullying’ and how to be an up stander. Know who to tell or what to do if they see something upsetting on line. E.g. a trusted adult or use the report/block features</p>	<p>DECOMPOSTION*: To sequence algorithms to enable effective program function.</p> <p>The above objectives will be covered by complete the following compulsory projects:</p>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>History</p> <p>Substantive Knowledge</p>	<p>Mayan Civilisation</p> <p>Know that Christopher Columbus inspired people to travel to the Americas</p> <p>Know that Hernan Cortez travelled to Mexico in 1519</p> <p>Know that the conquistadors discovered the Ancient Mayan civilisation.</p> <p>Know that there are many primary sources of evidence for the Ancient Mayans</p> <p>Know that the Maya believed in many Gods.</p> <p>Understand that the Maya believes that the Gods controlled the world</p> <p>Understand that the gods were closely tied to the Mayan calendar and astronomy</p>			<p>Ancient Greeks</p> <p>Know that the Ancient Greek period began in 1000 BC and ended in 146 BC.</p> <p>Know that people lived in Greece for 40,000 years.</p> <p>Know that the height of the Ancient Greek civilisation is broken down into 3 periods: Archaic Period 800BC to 500BC, Classical Period 500 BC to 323 BC and Hellenistic Period 323 BC to 30 BC</p> <p>Know that there are many primary sources of evidence for the Ancient Greeks</p> <p>Know that Ancient Greece was divided into many city states. Two of the most famous were Athens and Sparta.</p> <p>Know that people in Athens voted for a ruler of a democracy.</p>		

	<p>Know that there were more pyramids in Mayan civilisations than the rest of the world combined. Understand why they built two types of pyramids. Know that pyramids were used for landmarks, military defense, burial places and for religious purposes. Know that they would make sacrifices on pyramids. Know that some pyramids were built as homes for the Gods.</p> <p>Understand why the Ancient Maya built two types of pyramids.</p> <p>Know that there were different levels of Mayan's society. Know that Maya had city states and each one was ruled by a king who was</p>			<p>Know that Athens valued art and creativity. Know that boys could choose whether to join the army. Know that girls were not valued in the same way as boys and could not fight or take part in education.</p> <p>Know that people in Sparta were ruled by a King. Know that Sparta was a warrior state and valued strength and its army. Know that boys did not have to work or be educated as they trained to be warriors from a young age and had to join the Spartan army. Know that girls were given an education and were taught to fight as fit women produced stronger fighters.</p> <p>Know the Ancient Greeks believe in Gods and Goddesses. Each had a power</p>		
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	<p>the most important person in a society and they traded between each other Understand the hierarchy of the Maya's society from the king to the slaves and the roles each one played.</p> <p>Know that Mayan's built temples, palaces, causeways, schools and market places. Know that places had a ceremonial center for the royals and nobles Know the features of ordinary people's homes Understand that Mayan's were hunters and farmers Know that Mayan's used wood, stone and obsidian to make weapons.</p> <p>Know the importance of cocoa to Mayan culture.</p>			<p>over a different aspect of life or the world. Know that Greeks built temples to the gods and goddesses and worshiped them Know that Zeus was the King of the Gods. Understand that Greeks believed that dead went to the underworld ruled by Hades.</p> <p>Know that the Olympics started in 776 BC. Know that all wars stopped to allow city states to safely travel to the Olympics. Know that the Olympics were held every 4 years in Olympia to honour the god Zeus. Know that women were not allowed to take part and married women were not allowed to view the Olympics. Married women who did were thrown off a mountain!</p>		
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	<p>Know that the cocoa tree was the tree of the Gods. Maya were the first people to grow the cocoa plant for food.</p> <p>Know that Mayan invented their own calendar Know that Mayan had their own writing system</p> <p>Understand that there were many reasons why the Ancient Maya civilisation declined Know that there were many battles between city states documented on stone stelae Know that small groups of Maya continue to live in rainforest and volcanic mountains of Mesoamerica.</p>			<p>Know that the Ancient Greek Olympics involved running, long jump, shot put, javelin, boxing, wrestling, pankration and equestrian events Know that they competed naked in the Ancient Greece Olympics. Know that women had their own games called the Heraean Games in honour of Zeus' wife Hera.</p> <p>Know the Ancient Greeks enjoyed drama music and dance Understand that there were multiple theatres. Know that there were three types of play: comedies, tragedies and satyrs. Know that the most successful Athenian playwright was Sophocles. Understand that all the actors were men and they changed the way they looked by wearing masks, wigs</p>		
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				<p>and padded costumes.</p> <p>Know that the Ancient Greeks invented the Greek alphabet. Understand that the Greek alphabet is still used today in science and maths. Know that other alphabets, such as Latin exist because of the Greek alphabet.</p> <p>Know that the Ancient Greeks traded pottery, wine and olives with the wider world. Know that city states trades good between themselves, such as cereal, wine, figs, pulses, perfumes and cheese.</p>		
History Disciplinary Knowledge						

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Geography		<p>Volcanoes</p> <p>I know that the equator separates the Northern and Southern Hemispheres.</p> <p>I can describe what a volcano is.</p> <p>I know some facts, such as the height and age of some of the world's most famous volcanoes.</p> <p>I can explain why a volcano erupts.</p> <p>I know that ash, gas, lava and rocks are released when a volcano erupts.</p> <p>I can explain how a volcano eruption affects the local people and environment.</p> <p>I know some of the strategies put in place to help people survive when they are near a volcano eruption.</p>		<p>Countries of the World</p> <p>I can name the seven continents of the world independently.</p> <p>I can compare the seven continents by size, number of countries and population.</p> <p>I can name several different countries in each continent.</p> <p>I can name some major capital cities of the world.</p> <p>I know where the North and South Poles are.</p> <p>I can compare two different countries and state their similarities and differences.</p> <p>I know that places have different climate zones depending on where they are located, such as desert, arctic and tropical.</p> <p>I can describe what some of the climate</p>		<p>Earning a Living</p> <p>I know that the UK's industries are dependent on geographical areas.</p> <p>I understand the concept of trade links and the concept of an economy.</p> <p>I can identify a variety of jobs that belong to different sectors.</p> <p>I know what some of the UK's top industries are.</p> <p>I can describe how climate and landscape help determine a country's industries.</p> <p>I can explain how unemployment affects people in the UK and around the world.</p> <p>I can explain how child labour around the world affects the economy.</p>

		<p>I can explain the difference between: A composite, shield and dome volcano. A dormant, active and extinct volcano.</p> <p>I know what tectonic plates are.</p> <p>I know that: Most world's volcanoes are found at the boundaries of tectonic plates.</p> <p>The 'ring' of fire' is an area around the Pacific Ocean where most of the world's earthquakes and volcanoes occur.</p> <p>Minerals, fertile soil, geothermal energy and tourism are some of the reasons why people choose to live near volcanoes.</p> <p>I can identify some of the animals and plants that live in volcanic areas.</p> <p>I can describe some of the human and physical features of Hawaii, a volcanic area.</p>		<p>zones of the world are like.</p> <p>I can identify key physical features of the seven continents, including the tallest mountain and longest river in each.</p> <p>I can describe the difference between human and physical geography.</p> <p>I can use a variety of sources to find out about the physical and human geography of a particular country.</p>		
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		<p>I know that the capital of Hawaii is Honolulu.</p> <p>I can identify similarities and differences between England and Hawaii (a non-volcanic and volcanic area).</p> <p>I can carry out my own research about a particular volcano.</p>				
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Art	<p>Drawing and Sketchbooks</p> <p>Drawing Sketchbooks</p> <p>Pupils will explore the work of two artists who create illustrations that tell stories. Pupils will respond to their work through verbal discussion in class as well as by collecting and consolidating information with visual notes.</p> <p>Pupils will use toys, poetry, and their own text to create richly</p>	<p>Print, Collage and Colour</p> <p>Drawing Collage,</p> <p>Pupils will relax into making a sensory drawing by making holes in a page with a sharp pencil and needle. They repetitive nature of the activity will encourage pupil to make decisions as they go to create a rhythmic piece. Pupils will discover an artist who explores patterns, signs and motifs that hold</p>	<p>Working in 3 Dimensions</p> <p>Making , Sketchbooks</p> <p>Pupils will become familiar with the term ‘plinth’, and the concept behind it. They will explore a variety of artists who use plinths in their work. They will consider the context and presentation. Pupils will make visual notes in sketchbooks in response to what they see and think.</p>	<p>Paint, Texture, Colour</p> <p>Painting, Drawing, Collage, Sketchbooks</p> <p>Pupils will become familiar with the term ‘still life’. They will respond to the work of Cezanne by capturing elements of his paintings in their sketchbooks, focusing particularly on colour, line, and shape. Pupils will engage in a drawing exercise to help them see shapes / explore line and colour.</p> <p>Pupils will explore a variety of contemporary</p>	<p>Working in 3 Dimensions</p> <p>Drawing Sketchbooks Making</p> <p>Pupils will explore artists who draw parallels with other beings (birds) so that we can learn about ourselves. They will engage in peer/class discussion and will collect information and reflect in their sketchbooks by making visual notes.</p> <p>Pupils will create observational and experimental drawings</p>	<p>Collaboration and Community</p> <p>Painting, Drawing Collage, Sketchbooks Making</p> <p>Pupils will become familiar with artists who create sculpture based on food. They will be introduced to Claes Oldenburg and contemporary artist Lucia Hierro’s soft sculptures. Pupils will respond by filling a couple of sketchbook pages with visual notes, jotting down quick drawings, words about how they feel,</p>

<p>illustrated narratives contained within a single drawing. Pupils will juxtapose objects to create their still life scenes from which they will work. Pupils will explore the materials charcoal, chalk, compressed charcoal pencil, and eraser to make their drawings.</p> <p>Pupils will explore how they can build and share a story through a series of images. They will work from evocative literature or poetry to create either a concertina or a poetry comic. Pupils will have lots of opportunity to explore different materials such as charcoal, graphite, ink, or pastel. Pupils will use sketchbooks to develop ideas throughout.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p>	<p>significance to her identity and will respond to her work in a class discussion.</p> <p>Pupils will devise their own process criteria to help them make drawings inspired by Sol Lewitt. Pupils will experiment with materials and colours to invent their own unique patterns. They will consider angles and mathematical terms such as “parallel”. They will work in sketchbooks, collaborate, and discuss aims and outcomes.</p> <p>Option 1: Pupils will become familiar with tessellations. They will invent their own shape that fits together repeatedly. Pupils will explore colour theory such as complimentary colours, and cold and warm colour.</p> <p>Option 2: Pupils will explore the work of a surface pattern designer. They will use collage to make</p>	<p>Pupils will be introduced to a sculptor. They will respond through class discussion and visual notes in sketchbooks. Pupils will explore clay as a ‘short term’ construction material to make clay figurative sketches. Through this they will begin thinking about the distinctions between ‘audience’ and ‘art’.</p> <p>Option1: Pupils will curate, photograph and build their own pocket-sized gallery. They will be both artists and curators, engaging in conversations about “intention”, “curation” and reflection.</p> <p>Option 2: Pupils will work in small teams to respond to the Fourth Plinth Challenge. They will use sketchbooks to come up with creative ideas about how they might use a “plinth” in the school.</p>	<p>artists who study still life in different forms. They will respond verbally in class discussion. Pupils will compare contemporary work with the work of Dutch and Flemish 16th Century artists. They will record and reflect throughout in their sketchbooks.</p> <p>Pupils will create their own still life artworks.</p> <p>Option 1: Pupils will use collage to create their still life artwork. They will paint their own sheets of paper, thinking about line, colour, and texture to use in their collage.</p> <p>Option 2: Pupils will arrange and photograph their own still life compositions before taking them into paint. They will consider colour, line and texture throughout the process.</p> <p>Option 3: Pupils will work with clay to create fruit tiles. They will gain skills in working with clay as a resistant material, resulting in an exploration of texture, mark making, colour and composition.</p>	<p>of nests using a variety of media. Through their work they will explore how drawings might be neat or messy as an expression of their personalities. Pupils will test materials in sketchbooks.</p> <p>Pupils will use their own instinct and intuition to make sculptures of a nest. They will question what it is like to be a bird placing the first tentative twigs in place to build their nest. Pupils will explore different materials and construction methods to build inventive nests.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.</p> <p>Marcus Coates</p>	<p>similarities and differences between the artist’s work, and any other thoughts. Pupils will show you what they can see by creating observational drawings from film / life. They will consider shape, colour, texture, and composition whilst using a variety (and combination) of materials.</p> <p>Pupils will explore their favourite foods through sculpture.</p> <p>Option 1: Pupils will explore painting and sculpture by recreating tins and jars of their favourite foods. They will explore line, shape, and colour through three different exercises. Pupils will turn their paintings into 3D sculptures to form a classroom shop installation.</p> <p>Option 2: Pupils will explore Modroc as a new material to make a sculptural feast which will contribute to a class meal. They will explore texture and</p>
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	<p>Laura Carlin, Shaun Tan</p>	<p>their own repeat pattern, thinking about colours and shapes, and the relationship between the components to create a balanced composition.</p> <p>Option 3: Pupils will fold paper and use pattern to make an object. They will explore colour, line, and shape to create patterns within their puzzle purse.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. They will take photos of their work thinking about focus and light.</p> <p>Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont</p>	<p>Option 3: Pupils will make dynamic figures which stand on a plinth, built up from one single wire. Pupils will think carefully about their positioning of the figures. They will make notes in their sketchbook about their decision making, including fabric swatches and diagrams.</p> <p>Option 4: Pupils will be given an imaginary billboard, what will they put on it?</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Anthony Gormley, Yinka Shonibare, Thomas J Price</p>	<p>Option 4: Pupils will work with ink and cardboard to create powerful 3d graphic images. Pupils will engage in exercises such as continuous line drawings and thoughtful mark making before moving onto their still life.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p>Paul Cezanne, Peter Claez, Melchior d' Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato</p>		<p>modelling as well as colour and form.</p> <p>Pupils will lay out a picnic, including food which contributes colour, texture, pattern, and form to inspire lots of creative drawings into cloth. Pupils will work on a new surface (cloth) and see how using this material is different to working on paper.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Pupils will reflect upon all stages of the journey and reference the artists studied. If available, they will take photographs of their work on tablets or cameras.</p> <p>Claes Oldenberg, Lucia Hierro</p>
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D&T	<p>Seasonal Stockings</p> <p>I can explain the difference between the function and visual appeal of a product.</p> <p>I can evaluate the function and visual appeal of a variety of Christmas stockings.</p> <p>I can use pins to temporarily fasten two pieces of fabric together.</p> <p>I can use running stitch, back stitch, over stitch and zigzag stitch to join two pieces of fabric together.</p> <p>I can hide the finishing knot.</p> <p>I can identify a variety of decorative techniques that have been used to decorate Christmas stockings.</p> <p>I can sew a button, bead, sequin or pipe cleaner onto a piece of fabric.</p>		<p>Seasonal Food</p> <p>I can explain what the term 'seasonal food' means.</p> <p>I know that different parts of the world have different seasonal food.</p> <p>I can discuss the benefits and problems of unseasonal food being available in shops all year round.</p> <p>I know that some foods, like wheat, are available all year round in the UK.</p> <p>I can practise cooking skills including slicing, dicing, beating, whisking, folding, sieving, rolling and grating.</p> <p>I can follow a recipe to make fairy cakes.</p> <p>I can describe the cycle of wheat production in the UK.</p>		<p>Making Mini Greenhouses</p> <p>I know what a greenhouse is and how they work.</p> <p>I can explore a range of different greenhouses. I know how greenhouses are used today.</p> <p>I can explain how the shape of a structure affects its stability.</p> <p>I know that the weight of the structure needs to be evenly spread on the base to make it secure.</p> <p>I know that the wider a structure's base is, the more stable it will be.</p> <p>I can use 3D nets to explore potential structures for a greenhouse, assessing their stability.</p> <p>I can investigate ways of making a structure more stable, e.g. by inserting dowelling or</p>	

	<p>I can embroider shapes and patterns into a piece of fabric.</p> <p>I can use appliqué to add decoration to a piece of fabric.</p> <p>I can design a Christmas stocking incorporating a range of decorative techniques.</p> <p>I can use a template to cut out front and back pattern pieces.</p> <p>I can follow a design to create a Christmas stocking.</p> <p>I can evaluate the function and visual appeal of my finished Christmas stocking.</p>		<p>I can distinguish between fruits that are grown in the UK and those that are grown abroad.</p> <p>I know how food producers can speed up or slow down the ripening process to make fruits and vegetables available all year round.</p> <p>I can follow a recipe to make fruit tarts using seasonal fruit.</p> <p>I can follow a recipe to make stuffed peppers.</p> <p>I know some of the nutrients we get from fruits, vegetables, meat, fish and dairy products.</p> <p>I know when certain meats are in season in the UK and which are available all year round.</p> <p>I can follow a recipe to make meatballs.</p> <p>I know some vegetarian options that provide the</p>		<p>adding triangles at the joins.</p> <p>I can experiment with a range of materials to test which would be most appropriate for making the structure of a mini greenhouse.</p> <p>I can design a mini greenhouse using specific design criteria.</p> <p>I can select appropriate tools and materials to make a mini greenhouse.</p> <p>I can follow my design to make a mini greenhouse.</p> <p>I can evaluate my finished mini greenhouse for stability, effectiveness and visual appeal.</p>	
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			<p>same nutrients as meat.</p> <p>I can explain how fish are caught or reared, processed and used in healthy meals.</p> <p>I can use what I have learnt about seasonal food to design healthy meals and menus</p>			
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	<p>Identity and Belonging</p> <p>To understand how drama is used to reinforce important teachings and stories in religions.</p> <p>To consider the ways in which we express our identity.</p> <p>To consider differences between the beliefs of different groups and communities, and how we can show tolerance and understanding.</p>	<p>Christianity</p> <p>To learn about the importance of Bethlehem to Christians and to find out what a pilgrimage is.</p> <p>To find out about Mary and Joseph's journey to Bethlehem.</p> <p>To find out about some of the key features of the nativity story.</p> <p>To find out how religious ideas can be</p>	<p>Buddhist Festivals</p> <p>To gather, select and organise ideas about Buddhism.</p> <p>To understand why Buddhists give offerings during Vesak.</p> <p>To understand how and why significant moments in the life of the Buddha are celebrated during the Ploughing Festival.</p> <p>To understand how and why Buddhists pay respect to the</p>	<p>Christianity</p> <p>To learn about the events of Palm Sunday. To learn about the significance of the Last Supper.</p> <p>To learn about the events that led up to Jesus being arrested.</p> <p>To find out about the events and emotions surrounding the crucifixion of Jesus.</p> <p>To find out about the events of the resurrection and to explore Christian beliefs in life after death.</p>	<p>Hinduism</p> <p>To learn about some important aspects of Hindu beliefs in God.</p> <p>To identify some characteristics of Hindu gods and goddesses.</p> <p>To understand why a shrine is a special place in a Hindu home.</p> <p>To understand why puja is important for Hindus, and how it is practised at home.</p> <p>To explore Hindu worship in the Mandir.</p>	<p>Sikhism</p> <p>To find out who Sikhs are and what they believe.</p> <p>To find out about the naming ceremonies of Sikh children.</p> <p>To find out about the Sikh baptismal ceremony of Amrit.</p> <p>To find out about Sikh marriage ceremonies.</p> <p>To find out about Sikh funerals and beliefs on life after death.</p>

	<p>To explore ways in which a sense of belonging is shaped by our relationships and environment.</p> <p>To consider some of the responsibilities of belonging to a global community.</p> <p>To consider the importance of sharing in our global community.</p>	<p>expressed through music and art.</p> <p>To learn about how the emotions of the people in the story are the same emotions as people have today.</p>	<p>Buddha during Loy Krathong.</p> <p>To know how activities during the festival of Songkran relate to the teachings of the Buddha.</p>	<p>To learn about the meaning of 'Messiah' for Jesus and to summarise the events of Holy Week.</p>	<p>To evaluate what you have learned about Hindu worship at home and in the Mandir.</p>	
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSHE	<p>Me & My Relationships</p> <p>To know that feelings can vary by intensity, person and change over time.</p> <p>I can talk about how feelings change and be different for others.</p> <p>To know and understand the qualities of a 'positive, healthy relationship'.</p> <p>I can read different emotions by a</p>	<p>Valuing Difference</p> <p>To identify different origins, national, regional, ethnic and religious backgrounds.</p> <p>I can say how differences sometimes cause conflict but can also be something to celebrate.</p> <p>To understand the need to manage conflict or differences and suggest ways of doing this, through</p>	<p>Keeping Safe</p> <p>To define the words danger and risk and explain the difference between the two.</p> <p>I can demonstrate strategies for dealing with a risky situation</p> <p>To describe the different types of things that may influence a person to take a risk.</p> <p>I can give examples of people or things that might influence</p>	<p>Rights and Respects</p> <p>To learn about human rights and responsibilities and how they can impact their community.</p> <p>I can name some responsibilities and rights that I have.</p> <p>To recognise that they have a part in caring for and supporting their community.</p> <p>I can share ideas and make decisions that affect others.</p>	<p>Being My Best</p> <p>To identify how they and their friends are unique.</p> <p>I can say how being unique makes everyone special, different and valuable</p> <p>To recognise that we all make different choices because we are unique.</p> <p>I can give examples of choices I make and the choices others make for me.</p> <p>To understand that the body gets energy from</p>	<p>Growing & Changing</p> <p>To identify the different emotional reactions to different types of change and discuss.</p> <p>I can describe how change can make a person feel (both negative and positive).</p> <p>To understand how the onset of puberty can have emotional as well as physical impact.</p> <p>I can explain why young people can have mixed</p>

<p>person's body language.</p> <p>To know when it's appropriate to say no and how. I can say 'no' in a calm and controlled way.</p> <p>To know the strategies and skills needed for collaborative work.</p> <p>I can name some qualities or strategies that help team work.</p> <p>I am aware of others and their needs when working together.</p> <p>To recognise bullying or pressured behaviour.</p> <p>I can say what to do if I am, or a friend is, hurt or bullied by another person.</p> <p>I can recognise the qualities of a healthy relationship.</p>	<p>negotiation and compromise.</p> <p>I can begin to manage conflict by using negotiation and compromise. To recognise potential consequences of aggressive behaviour.</p> <p>I can suggest strategies for dealing with someone who is behaving aggressively.</p> <p>To define the word respect.</p> <p>I can demonstrate ways of showing respect to others' differences.</p> <p>To understand and identify stereotypes, including those promoted in the media.</p> <p>I can explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p>me to take risks and make decisions.</p> <p>To understand and explain the risks that cigarettes and alcohol can have on a person's body.</p> <p>I can give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>To understand that influences can be both positive and negative.</p> <p>I can explain what might happen if people take unsafe or inappropriate risks.</p> <p>To know and explain strategies for safe online sharing.</p> <p>To understand and explain the implications of sharing images online without consent.</p> <p>I can identify images that are safe or unsafe to share online.</p>	<p>To recognise influences, facts and opinions and doing so in a critical manner.</p> <p>I can give my own opinion based on facts, opinions and other influences.</p> <p>To identify the impact of bystander behaviour and how they can make a difference to a situation.</p> <p>I can give examples of how I can support others as a bystander</p> <p>To define terms related to finance and explain how society is supported by the income of others.</p> <p>I can explain how others have a financial responsibility to their families and community.</p> <p>I can give examples of choices and decisions with money that will affect me.</p>	<p>food, water and oxygen and that exercise and sleep are important to our health. I can plan a healthy, balanced meal.</p> <p>I can give examples of the ways people can look after their physical and mental wellbeing.</p> <p>To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs).</p> <p>I can give different examples of some of the things that I do already to help look after my environment.</p>	<p>up feelings when they go through puberty.</p> <p>To learn what happens to a woman or a man's body during puberty and that this is linked to reproduction.</p> <p>I can explain why puberty happens.</p> <p>To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty.</p> <p>I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes.</p> <p>To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely.</p> <p>I can explain why some people choose to get married, have a civil ceremony or live together.</p>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PE	<p>Invasion Games</p> <ul style="list-style-type: none"> - Identify space and move into it. - Pass and move effectively in pairs or small teams. - Develop simple transferable attack and defending skills. - Traveling with equipment into spaces. - Show strong teamwork within match play. - Begin marking the opposition to prevent. - Uses the full range of passes at the right time. - Simple tactic and strategy skills. - Begin shooting from different distances. <p>Identify their own strength and weakness in performance</p>	<p>Swimming</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>Perform safe self-rescue in different water-based situations.</p> <p>Gymnastics</p> <ul style="list-style-type: none"> - Manipulate movements across floor or on apparatus with control. - Confidently perform shapes at different heights with correct form and posture. - Begin looking into actions of counter balancing. - Execute jumps with Precision and safe landing. - Combine series of skills together in pairs and small groups. - Perform both floor sequences and sequence on 	<p>Swimming</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>Perform safe self-rescue in different water-based situations.</p> <p>Dance</p> <ul style="list-style-type: none"> - To identify and practise the patterns and actions of chosen dance style. - To demonstrate an awareness of the music's rhythm and phrasing when improvising. - To create an individual dance that reflects the chosen dancing style. - To create partnered dances that reflect the dancing style and apply the key components of dance. 	<p>Athletics</p> <ul style="list-style-type: none"> -Clearer understanding of techniques to use in long or short distance running events. -Beginning actions of starting a sprinting event. -Pace accurately during long distance runs. -Can participate in team events such a relay race and understand the teamwork involved. -Can utilised their body part to enhance jump distances and heights. -Can begin performing a hop, skip and jump for distance. - Can clearly demonstrate the difference in throwing events and techniques used. -Explain techniques use and why they are effective. 	<p>Net/ Wall</p> <ul style="list-style-type: none"> - Persevere in developing back hand and forehand technique - Play short rally's with a partner. - Serve underarm. - Begin serving actions for overarm serve. - Travel across the court whilst showing agility when changing directions and speeds. - Begin playing shots to move your opponent around the court. - Play small 1vs 1 to match rules. - Play manipulate matches in pairs against other pairs. 	<p>Striking and fielding</p> <ul style="list-style-type: none"> - . Clear understand of roles of batting and fielding teams. - Begin bowling towards a target from a close distance underarm. - Confidently trap, return equipment at speed. - Consistently catch throw or hit balls - Work more effectively as a fielding team. - Strike a moving ball confidently into space with power and accuracy. - Begin tactical strikes of a ball to score points - Make more correct decisions when to run or not to.

		<p>apparatus both individually and in pairs.</p> <ul style="list-style-type: none"> - Improve quality and control between rolls. - Begin backwards roll actions. - Self/peer assess sequences. <p>Critical feedback given to groups.</p>	<ul style="list-style-type: none"> - To perform dance using a range of movement patterns. <p>To perform and evaluate own and others' work.</p>			
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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<p style="text-align: center;">French</p>	<p>Phonetics Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p>Speaking Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p> <p>Reading Read aloud-short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.</p> <p>Writing Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p>	<p>Vegetables Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p> <p>Read aloud-short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.</p> <p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p> <p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival</p>	<p>Presenting Myself Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p> <p>Read aloud-short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.</p> <p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p> <p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>Family Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p> <p>Read aloud-short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.</p> <p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p> <p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>

	<p>Grammar Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>		
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Music	<p>Interesting Time Signatures</p> <p>Demonstrate good singing posture.</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing expressively, with attention to phrasing, staccato and legato (short and long sounds), vowels, blended sounds, and consonants.</p> <p>Sing 'on pitch' and 'in time' Sing in 2/4, 3/4, 4/4.</p>	<p>Combining Elements to Make Music</p> <p>Demonstrate good singing posture.</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing expressively, with attention to phrasing, staccato and legato (short and long sounds), vowels, blended sounds, and consonants.</p> <p>Sing 'on pitch' and 'in time' Sing in 2/4, 3/4, 4/4.</p>	<p>Developing Pulse & Groove Through Improvisation</p> <p>Demonstrate good singing posture.</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing expressively, with attention to phrasing, staccato and legato (short and long sounds), vowels, blended sounds, and consonants.</p> <p>Sing 'on pitch' and 'in time' Sing in 2/4, 3/4, 4/4.</p>	<p>Creating Simple Melodies Together</p> <p>Demonstrate good singing posture.</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing expressively, with attention to phrasing, staccato and legato (short and long sounds), vowels, blended sounds, and consonants.</p> <p>Sing 'on pitch' and 'in time'</p>	<p>Connecting Notes & Feelings</p> <p>Demonstrate good singing posture.</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing expressively, with attention to phrasing, staccato and legato (short and long sounds), vowels, blended sounds, and consonants.</p> <p>Sing 'on pitch' and 'in time' Sing in 2/4, 3/4, 4/4.</p>	<p>Purpose, Identity & Expression in Music</p> <p>Demonstrate good singing posture.</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing expressively, with attention to phrasing, staccato and legato (short and long sounds), vowels, blended sounds, and consonants.</p> <p>Sing 'on pitch' and 'in time' Sing in 2/4, 3/4, 4/4.</p>

	<p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).</p> <p>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</p> <p>Continue to sing a broad range of unison songs with the range of an octave (do–do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Talk about the words of a song and think about why the song was written.</p>	<p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).</p> <p>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</p> <p>Continue to sing a broad range of unison songs with the range of an octave (do–do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Talk about the words of a song and think about why the song was written.</p>	<p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).</p> <p>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</p> <p>Continue to sing a broad range of unison songs with the range of an octave (do–do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Talk about the words of a song and think about why the song was written. Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre.</p>	<p>Sing in 2/4, 3/4, 4/4.</p> <p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).</p> <p>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</p> <p>Continue to sing a broad range of unison songs with the range of an octave (do–do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Talk about the words of a song and think about why the song was written.</p>	<p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).</p> <p>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</p> <p>Continue to sing a broad range of unison songs with the range of an octave (do–do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Talk about the words of a song and think about why the song was written.</p>	<p>Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).</p> <p>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</p> <p>Continue to sing a broad range of unison songs with the range of an octave (do–do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Talk about the words of a song and think about why the song was written.</p>
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<p>Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre.</p> <p>Identify the tempo as fast, slow, or steady. Recognise the style of music and discuss the structures of songs.</p> <p>Identify: Call and response; a solo vocal or instrumental line and the rest of the ensemble; a change in texture; articulation on certain words; what the main theme is and when it is repeated, musical introductions.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic scale by ear.</p> <p>Describe legato and staccato.</p> <p>Recognise the following styles and any important musical</p>	<p>Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre.</p> <p>Identify the tempo as fast, slow, or steady. Recognise the style of music and discuss the structures of songs.</p> <p>Identify: Call and response; a solo vocal or instrumental line and the rest of the ensemble; a change in texture; articulation on certain words; what the main theme is and when it is repeated, musical introductions.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic scale by ear.</p> <p>Describe legato and staccato.</p> <p>Recognise the following styles and</p>	<p>Identify the tempo as fast, slow, or steady. Recognise the style of music and discuss the structures of songs.</p> <p>Identify: Call and response; a solo vocal or instrumental line and the rest of the ensemble; a change in texture; articulation on certain words; what the main theme is and when it is repeated, musical introductions.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic scale by ear.</p> <p>Describe legato and staccato.</p> <p>Recognise the following styles and any important musical features that distinguish the style: Disco, Funk, Hip Hop, Calypso, Folk, Mariachi, Gospel, Pop,</p>	<p>Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre.</p> <p>Identify the tempo as fast, slow, or steady. Recognise the style of music and discuss the structures of songs.</p> <p>Identify: Call and response; a solo vocal or instrumental line and the rest of the ensemble; a change in texture; articulation on certain words; what the main theme is and when it is repeated, musical introductions.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic scale by ear.</p> <p>Describe legato and staccato.</p> <p>Recognise the following styles and any important musical features that</p>	<p>Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre.</p> <p>Identify the tempo as fast, slow, or steady. Recognise the style of music and discuss the structures of songs.</p> <p>Identify: Call and response; a solo vocal or instrumental line and the rest of the ensemble; a change in texture; articulation on certain words; what the main theme is and when it is repeated, musical introductions.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic scale by ear.</p> <p>Describe legato and staccato.</p> <p>Recognise the following styles and any important musical features that distinguish the style:</p>	<p>Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre.</p> <p>Identify the tempo as fast, slow, or steady. Recognise the style of music and discuss the structures of songs.</p> <p>Identify: Call and response; a solo vocal or instrumental line and the rest of the ensemble; a change in texture; articulation on certain words; what the main theme is and when it is repeated, musical introductions.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic scale by ear.</p> <p>Describe legato and staccato.</p> <p>Recognise the following styles and any important musical features that distinguish the style: Disco, Funk, Hip Hop,</p>
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	<p>features that distinguish the style: Disco, Funk, Hip Hop, Calypso, Folk, Mariachi, Gospel, Pop, Rock, Sea Shanty, Salsa and Reggae.</p> <p>Improvise Improvise on a limited range of pitches within a major scale using the notes: C D E C D E G A C D E F G D E F# A B D E F G A</p> <p>Make use of musical features including smooth (legato) and detached (staccato).</p> <p>Begin to make compositional decisions about the overall structure of improvisations.</p> <p>Compose Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches (e.g. do, re, mi fa soh) or suitable for the instruments being learnt.</p>	<p>any important musical features that distinguish the style: Disco, Funk, Hip Hop, Calypso, Folk, Mariachi, Gospel, Pop, Rock, Sea Shanty, Salsa and Reggae.</p> <p>Improvise Improvise on a limited range of pitches within a major scale using the notes: C D E C D E G A C D E F G D E F# A B D E F G A</p> <p>Make use of musical features including smooth (legato) and detached (staccato).</p> <p>Begin to make compositional decisions about the overall structure of improvisations.</p> <p>Compose Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches (e.g. do, re, mi fa soh) or</p>	<p>Rock, Sea Shanty, Salsa and Reggae.</p> <p>Improvise Improvise on a limited range of pitches within a major scale using the notes: C D E C D E G A C D E F G D E F# A B D E F G A</p> <p>Make use of musical features including smooth (legato) and detached (staccato).</p> <p>Begin to make compositional decisions about the overall structure of improvisations.</p> <p>Compose Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches (e.g. do, re, mi fa soh) or suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p> <p>Arrange individual notation cards of known note values</p>	<p>distinguish the style: Disco, Funk, Hip Hop, Calypso, Folk, Mariachi, Gospel, Pop, Rock, Sea Shanty, Salsa and Reggae.</p> <p>Improvise Improvise on a limited range of pitches within a major scale using the notes: C D E C D E G A C D E F G D E F# A B D E F G A</p> <p>Make use of musical features including smooth (legato) and detached (staccato).</p> <p>Begin to make compositional decisions about the overall structure of improvisations.</p> <p>Compose Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches (e.g. do, re, mi fa soh) or suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p>	<p>Disco, Funk, Hip Hop, Calypso, Folk, Mariachi, Gospel, Pop, Rock, Sea Shanty, Salsa and Reggae.</p> <p>Improvise Improvise on a limited range of pitches within a major scale using the notes: C D E C D E G A C D E F G D E F# A B D E F G A</p> <p>Make use of musical features including smooth (legato) and detached (staccato).</p> <p>Begin to make compositional decisions about the overall structure of improvisations.</p> <p>Compose Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches (e.g. do, re, mi fa soh) or suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p>	<p>Calypso, Folk, Mariachi, Gospel, Pop, Rock, Sea Shanty, Salsa and Reggae.</p> <p>Improvise Improvise on a limited range of pitches within a major scale using the notes: C D E C D E G A C D E F G D E F# A B D E F G A</p> <p>Make use of musical features including smooth (legato) and detached (staccato).</p> <p>Begin to make compositional decisions about the overall structure of improvisations.</p> <p>Compose Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches (e.g. do, re, mi fa soh) or suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p>
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<p>Sing and play these phrases as self-standing compositions.</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, (for example creating music to accompany a short film clip).</p> <p>Begin to understand major and minor chords.</p> <p>Capture and record creative ideas using either graphic symbols, rhythm notation and begin to use time signatures, staff notation or technology.</p> <p>Read and begin to use minims, crotchets, and quavers.</p>	<p>suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, (for example creating music to accompany a short film clip).</p> <p>Begin to understand major and minor chords.</p> <p>Capture and record creative ideas using either graphic symbols, rhythm notation and begin to use time signatures, staff notation or technology.</p>	<p>(i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, (for example creating music to accompany a short film clip).</p> <p>Begin to understand major and minor chords.</p> <p>Capture and record creative ideas using either graphic symbols, rhythm notation and begin to use time signatures, staff notation or technology.</p> <p>Read and begin to use minims, crotchets, and quavers.</p> <p>Instrumental Performance Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p>	<p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, (for example creating music to accompany a short film clip).</p> <p>Begin to understand major and minor chords.</p> <p>Capture and record creative ideas using either graphic symbols, rhythm notation and begin to use time signatures, staff notation or technology.</p> <p>Read and begin to use minims, crotchets, and quavers.</p> <p>Instrumental Performance Develop facility in the basic skills of a selected musical</p>	<p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, (for example creating music to accompany a short film clip).</p> <p>Begin to understand major and minor chords.</p> <p>Capture and record creative ideas using either graphic symbols, rhythm notation and begin to use time signatures, staff notation or technology.</p> <p>Read and begin to use minims, crotchets, and quavers.</p> <p>Instrumental Performance Develop facility in the basic skills of a selected musical</p>	<p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, (for example creating music to accompany a short film clip).</p> <p>Begin to understand major and minor chords.</p> <p>Capture and record creative ideas using either graphic symbols, rhythm notation and begin to use time signatures, staff notation or technology.</p> <p>Read and begin to use minims, crotchets, and quavers.</p> <p>Instrumental Performance Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p>	<p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Explore developing knowledge of musical components by composing music to create a specific mood, (for example creating music to accompany a short film clip).</p> <p>Begin to understand major and minor chords.</p> <p>Capture and record creative ideas using either graphic symbols, rhythm notation and begin to use time signatures, staff notation or technology.</p> <p>Read and begin to use minims, crotchets, and quavers.</p> <p>Instrumental Performance Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p>
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	<p>Instrumental Performance Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching (e.g. ukulele or recorder).</p> <p>Identify static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p> <p>Talk about what the difference between rehearsals and performances.</p>	<p>Read and begin to use minims, crotchets, and quavers.</p> <p>Instrumental Performance Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching (e.g. ukulele or recorder).</p> <p>Identify static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p> <p>Identify static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p>	<p>Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching (e.g. ukulele or recorder).</p> <p>Identify static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p> <p>Talk about what the difference between rehearsals and performances.</p> <p>Understand how individual parts fit within the larger group ensemble.</p> <p>Reflect on the performance and how well it suited the occasion.</p>	<p>instrument over a sustained learning period.</p> <p>Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching (e.g. ukulele or recorder).</p> <p>Identify static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p> <p>Talk about what the difference between rehearsals and performances.</p> <p>Understand how individual parts fit within the larger group ensemble.</p>	<p>Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching (e.g. ukulele or recorder).</p> <p>Identify static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p> <p>Talk about what the difference between rehearsals and performances. Understand how individual parts fit within the larger group ensemble.</p> <p>Reflect on the performance and how well it suited the occasion.</p>	<p>Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching (e.g. ukulele or recorder).</p> <p>Identify static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p> <p>Talk about what the difference between rehearsals and performances. Understand how individual parts fit within the larger group ensemble.</p> <p>Reflect on the performance and how well it suited the occasion.</p>
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