



# 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
<b>Writing Genres</b>	<p>Instructions</p> <p>Poetry (Kenning)</p>	<p>Informal letters</p> <p>Narrative story (character)</p>	<p>Diary</p> <p>Non-chronological reports</p>	<p>Newspaper report</p> <p>Narrative story (setting)</p>	<p>Persuasive letter</p> <p>Explanation text</p>	<p>Poetry (rhyming)</p> <p>Narrative story (direct speech)</p>
<b>GPS Knowledge</b>	<p>Imperative Verbs</p> <p>Commas in a list</p> <p>Adverbials</p> <p>Present tense</p> <p>Prepositions</p> <p>Adjectives</p>	<p>Commas in a list</p> <p>Proper Nouns</p> <p>Adjectives</p> <p>Expanded noun phrases</p> <p>Coordinating and</p>	<p>Time conjunctions</p> <p>Present perfect tense</p> <p>Formal language</p>	<p>Quotes written as direct speech</p> <p>Adjectives</p> <p>Expanded noun phrases</p>	<p>Expanded noun phrases</p> <p>Prepositions</p>	<p>Adjectives</p> <p>Verbs</p> <p>Nouns</p> <p>Adverbs</p> <p>Expanded noun phrases</p> <p>Alliteration</p>

	<p>Verbs Nouns Present tense Alliteration</p>	<p>subordinating conjunctions Apostrophes for contraction/possession Powerful adjectives and verbs</p>	<p>Past tense Fronted adverbials</p>	<p>Coordinating and subordinating conjunctions Apostrophes for contraction/possession Powerful adjectives and verbs to describe</p>		<p>Suffix – er and est</p> <p>Adjectives Expanded noun phrases Coordinating and subordinating conjunctions Apostrophes for contraction/possession Powerful adjectives and verbs Use the 5 senses Prepositional phrases Speech Marks – inverted commas to demarcate direct speech Varied reporting verbs</p>
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Maths						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Blocks	<p><b>Place Value</b> <b>Place Value: Count</b></p> <ul style="list-style-type: none"> <li>count from 0 in multiples of 4, 8, identify, represent and estimate numbers using different representations</li> <li>read and write numbers up to 1000 in numerals and in words</li> <li>50 and 100; find 10 or 100 more or less than a given number:</li> </ul> <p><b>Place Value: Represent</b></p> <ul style="list-style-type: none"> <li>identify, represent and estimate numbers using different representations</li> </ul> <p>read and write numbers up to</p>	<p><b>Addition and Subtraction</b> <b>Addition and Subtraction: Calculations</b></p> <ul style="list-style-type: none"> <li>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> </ul> <p>recognise and use factor pairs and commutativity in mental calculations</p> <p><b>Multiplication and Division A</b></p>	<p><b>Multiplication and Division B</b> <b>Multiplication and Division: Calculations</b></p> <p>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p><b>Multiplication and Division: Problems</b></p> <p>solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</p>	<p><b>Fractions A</b> <b>Fractions: Recognise and Write</b></p> <ul style="list-style-type: none"> <li>count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> </ul> <p>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p><b>Fractions: Compare</b></p> <ul style="list-style-type: none"> <li>recognise and show, using</li> </ul>	<p><b>Fractions B</b></p> <ul style="list-style-type: none"> <li><b>Fractions: Calculation</b> add and subtract fractions with the same denominator within one whole</li> <li>[for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>]</li> </ul> <p><b>Fractions: Solve problems</b></p> <p>solve problems that involve all of the above</p> <p><b>Money</b></p> <p>add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>tell and write the time from an analogue clock, including using Roman numerals from</li> </ul>	<p><b>Time</b></p> <p><b>Shape</b> <b>Geometry: 2-D Shapes:</b></p> <p>draw 2-D shapes</p> <p><b>3-D Shapes:</b></p> <p>make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p><b>Angles and lines:</b></p> <ul style="list-style-type: none"> <li>recognise angles as a property of shape or a description of a turn</li> <li>identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are</li> </ul>

<p>1000 in numerals and in words</p> <p><b>Place Value: Use and Compare</b></p> <p>recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000</p> <p><b>Place Value: Problems/Rounding</b></p> <p>solve number problems and practical problems involving these ideas</p> <p><b>Addition and Subtraction</b></p> <p><b>Addition and Subtraction: Calculations</b></p> <ul style="list-style-type: none"> <li>recall multiplication and division facts for multiplication tables up to 12 x 12</li> <li>use place value, known</li> </ul>	<p><b>Multiplication and Division: Calculations</b></p> <p>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p>	<p><b>Length and Perimeter</b></p> <p><b>Measurement: Using measures</b></p> <p>measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p><b>Perimeter, area, volume:</b></p> <p>measure the perimeter of simple 2-D shapes</p>	<p>diagrams, equivalent fractions with small denominators</p> <p>compare and order unit fractions, and fractions with the same denominators</p> <p><b>Fractions: Solve problems</b></p> <p>solve problems that involve all of the above</p> <p><b>Mass and Capacity</b></p> <p><b>Measurement: Using measures</b></p> <p>measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p>	<p>I to XII, and 12- hour and 24-hour clocks</p> <ul style="list-style-type: none"> <li>estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</li> <li>know the number of seconds in a minute and the number of days in each month, year and leap year</li> </ul> <p>compare durations of events [for example to calculate the time taken by particular events or tasks]</p>	<p>greater than or less than a right angle</p> <p>identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p><b>Statistics</b></p> <p><b>Statistics: Present and Interpret Data.</b></p> <p>interpret and present data using bar charts, pictograms and tables.</p> <p><b>Statistics: Solve Statistical Problems</b></p> <p>solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables</p>
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	<p>and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p> <p>recognise and use factor pairs and commutativity in mental calculations</p> <p>Algebra: solve problems, including missing number problems</p>					
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Science						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Science Topics</b>	<p><b>Rocks and Soil:</b> Pupils should be taught to: ♣ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ♣ describe in simple terms how fossils are formed when things that have lived are trapped within rock ♣ recognise that</p>	<p><b>Light:</b> Pupils should be taught to: ♣ recognise that they need light in order to see things and that dark is the absence of light ♣ notice that light is reflected from surfaces ♣ recognise that light from the sun can be dangerous and that there are ways to protect their eyes ♣</p>	<p><b>Forces and Magnets:</b> Pupils should be taught to: ♣ compare how things move on different surfaces ♣ notice that some forces need contact between two objects, but magnetic forces can act at a distance ♣ observe how magnets attract or repel each other and attract some materials and not others ♣ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ♣ describe magnets as having two poles ♣ predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>		<p><b>Animals Including Humans:</b> Pupils should be taught to: ♣ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ♣ identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><b>Plants:</b> Pupils should be taught to: ♣ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ♣ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ♣</p>

	<p>soils are made from rocks and organic matter.</p> <p>I know how to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>I know how to describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>I know how to recognise that soils are made from rocks and organic matter.</p> <p><b>Vocabulary Rocks:</b> Rock, soil, fossil, sedimentary metamorphic igneous permeable impermeable appearance soft hard crystal rock formation mineral</p>	<p>recognise that shadows are formed when the light from a light source is blocked by an opaque object ♣ find patterns in the way that the size of shadows change.</p> <p>I know how to recognise that he/she needs light in order to see things and that dark is the absence of light</p> <p>I know how to notice that light is reflected from surfaces</p> <p>I know how to recognise that light from the sun can be dangerous and that there are ways to protect eyes</p> <p>I know how to find patterns in the way that the size of shadows change</p> <p>I know that it is not safe to look directly at the sun, even when wearing dark glasses</p> <p><b>Vocabulary:</b> Light source Opaque Translucent Transparent Shadow Reflect Protection</p>	<p><b>Forces:</b></p> <p>I know how to compare how things move on different surfaces</p> <p>I know how to notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>I know how to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>I know how to describe magnets as having two poles</p> <p>I know how to predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><b>Magnets:</b></p> <p>I know how to compare how things move on different surfaces</p> <p>I know how to notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>I know how to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>I know how to describe magnets as having two poles.</p> <p><b>Magnets Vocabulary:</b> Magnetic</p> <p>Force Poles Repel Attract North</p>	<p>I know how to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food: they get nutrition from what they eat</p> <p>I know how to identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><b>Vocabulary:</b> <b>Humans and animals:</b> Nutrition, skeleton, balanced, muscles, support, protection, movement.</p>	<p>investigate the way in which water is transported within plants</p> <p>♣ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>I know how to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>I know how to explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>I know how to investigate the way in which water is transported within plants</p> <p>I know how to explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p><b>Vocabulary Plants:</b></p> <p>Flowering plants, nutrients, air, pollination,</p>
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			<p>South</p> <p><b>Forces vocabulary:</b> Surface Push Pull</p> <p style="text-align: center;">friction</p>		seed formation, seed dispersal, life cycle and transported.
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Computing</b>	<p>I know that a block code is a visual representation of an algorithm. I know how to debug by make revisions to my block code. PC1 GENERALISATION*: To be able to design, write block code and debug (correct errors) simple algorithms that accomplish specific goals.</p> <p>I know how to add a variable to my block code. I understand the language 'input and output'. PC2: To be able to work with simple variables and some basic forms of input and output.</p> <p><b>The above objectives will be covered by complete the following compulsory projects:</b></p> <p>1) PC12A: Lego Spike Essentials 'Great Adventures'.</p>	<p>I know which icons to press in order to edit work on a word processing software. UT3: To continue to produce work using word processing tools, using more advanced features of programs – Google Apps - Slides, Creating a textbox, bullet point list, word art, headings</p> <p>I know how to type text, create transitions and change designs/fonts. UT4: To use a wide range of programs to create documents and presentations – Google Docs, Google Slides, creating transitions, designs, fonts</p>	<p>I know that a block code is a visual representation of an algorithm. I know how to debug by make revisions to my block code.</p> <p>I know how to add a variable to my block code. I understand the language 'input and output'.</p> <p>2) PC12A: Lego Spike Essentials 'Great Adventures'.</p> <p>3) PC12B: Use iPad app 'Scratch Jr' to create a block code with repeats. This could be linked to the term's topic as you wish. PC12C: Use Hour of Code website to build upon Scratch Jr knowledge, use 1 variable.</p>	<p>I can take a photo before manipulating it on an editing software. UT6: To select and manipulate an image using a digital device. Use Darkroom on the iPad to manipulate a photograph.</p> <p>I can select sounds and combine them to create a piece of music. UT7: To select and a manipulate sound using a digital device. Use Garage Band to manipulate basic sound.</p>	<p>I know how to locate key information on a provided webpage. UI1: To be able to navigate a webpage and search independently for specific and appropriate information.</p> <p>I know that a web address will only work if it is typed accurately. UI2: To understand a website has a unique web address and understand the need for accuracy. I can accurately copy a web address and type it into an address bar.</p>	<p>I know that a block code is a visual representation of an algorithm. I know how to debug by make revisions to my block code.</p> <p>I know how to add a variable to my block code. I understand the language 'input and output' PC12D: Use Purple Mash 2Code Bubbles on the iPad to transfer coding skills to another gaming platform.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>History</b>	<p><b>Stone Age to Iron Age</b></p> <p>Understand that the Stone Age started in 2,500,000 BC            Know that the Stone Age was split into three eras: Paleolithic, Mesolithic and Neolithic.</p> <p>Understand that the Stone Age was when early man used stone tools            Know how early man hunted animals and used the skins for clothes</p> <p>Understand that in the Paleolithic period early man mostly lived in caves            Know that in the Mesolithic period early man mostly lived in a man-made shelter            Know that they started to make shelter so they</p>			<p><b>Ancient Egypt</b></p> <p>Know that Ancient Egyptian history is divided into three eras: Old Kingdom (2700 - 2200BC), Middle Kingdom (2050 - 1800BC) and New Kingdom (1550 - 1100BC)</p> <p>Understand the location of Egypt            Know that civilisation began around the river Nile.            Know that Howard Carter discovered Tutankhamun's tomb in 1922            Know that many primary sources of evidence about Egyptian civilisation came from Tutankhamun's tomb</p> <p>Know that Ancient Egypt was ruled by Pharaohs            Know why they built tombs and pyramids</p>	Continue Ancient Egypt topic.	

	<p>could move from place to place Understand the types of food they would have eaten in the stone age</p> <p>Understand that in the Neolithic period early man mostly lived in permanent man made structures with timber, wattle and daub. Know that in the Neolithic period man started to live in communities in permanent structures Understand that to live in a permanent place they became farmers</p> <p>Understand about beliefs and burials Understand how pre-historic man changed from Hunter gathers to farmers Know the weapons used during the Stone Age</p>			<p>Know that the wealthy members of Ancient Egyptian society were mummified Understand that pharaohs were buried with various treasures to take with them to the afterlife</p> <p>Know that the wealthy members of Ancient Egyptian society were mummified Understand that pharaohs were buried with various treasures to take with them to the afterlife Know why they built tombs and pyramids</p> <p>Know that Ancient Egyptians believed in many Gods Know the roles of Horus, Ra, Thoth, Osiris, Sekhmet, Anubis and Isis</p> <p>Know that Egyptian's settled around Nile for food and water Know that Egyptians were farmers and</p>		
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	<p>Understanding trading in the Stone Age Know sources of food from the Stone Age</p> <p>Understand how tools were made from Bronze Know that people had to trade to get Bronze</p> <p>Understand that in the Bronze Age people used bronze tools Began trading across Europe Know that they used wool for weaving clothes.</p> <p>Understand how tools were made from iron Know that people had to trade to get iron</p> <p>Understand that people in the Iron Age lived in hill forts.</p>			<p>grew food near the River Nile Understand that the Egyptian farmer calendar had three seasons because of the River Nile flooding</p> <p>Know that Ancient Egyptians traded on the River Nile as well as used it for food and water for farming Know that the Ancient Egyptians traded gold, papyrus, linen, and grain for cedar wood, ebony, copper, iron, ivory, and lapis lazuli (a blue gem stone. Know that ships sailed up and down the Nile River, bringing goods to various ports.</p> <p>Know that the Rosetta Stone enabled historians to decipher hieroglyphics Understand that Egyptian's recorded hieroglyphs on stone and papyrus.</p> <p><b>Ancient Egypt: End Point</b></p>		
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	<p><b>Stone Age to Iron Age: End Point</b></p> <p>Understand how technology, shelter, communities and clothing changed during pre-historic times</p> <p>Know that the gathering of food changed during pre-historic times</p>			<p>Understand how Ancient Egyptian civilisation was ruled</p> <p>Know that early written language came from hieroglyphics</p> <p>Understand Ancient Egyptian beliefs, customs and way of life</p>		
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Geography</b>		<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of.. latitude, longitude, Equator, Northern Hemisphere, Southern</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of.. latitude, longitude, Equator, Northern</p>			<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of.. latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the</p>

		<p>Hemisphere, the Tropics of Cancer and Capricorn.</p> <p><b>The Rainforest:</b> I know what the equator, Tropic of Cancer and Tropic of Capricorn are, and can place them on a world map. I can name continents and countries that have areas of rainforest.</p>	<p>Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p> <p><b>Our European Neighbours:</b> I can name different countries in Europe. I can name the seas and oceans surrounding Europe.</p>			<p>Tropics of Cancer and Capricorn.</p> <p><b>Investigating India:</b> I know that India is a country in Asia. I know that New Delhi is the capital of India. I know that India is in the Northern Hemisphere.</p>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Art</b>	<p><b>Drawing and Sketchbooks</b></p> <p><b>Drawing Sketchbooks</b></p> <p>Pupils will begin to explore charcoal as a drawing material. Pupils will respond to the work of contemporary artist Laura McKendry and great master Edgar Degas. Pupils will compare the artists and will share their thoughts in peer discussion.</p>	<p><b>Print, Collage and Colour</b></p> <p><b>Printmaking, Collage</b></p> <p>Pupils will visually explore chosen artwork in class using the 'Show Me What You See' technique. During the exercise pupils will consider shape, colour, and composition. They will make choices about the materials that they use, having opportunities to use</p>	<p><b>Working in 3 Dimensions</b></p> <p><b>Drawing Making, Sketchbooks</b></p> <p>Pupils will look at the work of artists Inbal Leitner and Rosie Hurley to see how they use their sketchbooks to develop characters and refine ideas. They will respond by filling a couple of pages in their sketchbooks with visual notes about what they are</p>	<p><b>Paint, Texture, Colour</b></p> <p><b>Painting, Drawing Sketchbooks, Making</b></p> <p>Pupils will become familiar with the work of artist's Alice Kettle and Hannah Rae. They will respond to their work through peer discussion and will demonstrate their understanding of how they can use sketchbooks to collect, process and consolidate information while they look at artist's work.</p> <p>Pupils will begin to understand how artists</p>	<p><b>Working in 3 Dimensions</b></p> <p><b>Drawing Sketchbooks</b></p> <p>Pupils will become familiar with the term 'animation' and will be introduced to how they can use a sequence of drawings to create a moving image. They will use their sketchbooks to practice drawing skills using a handwriting pen.</p> <p>Pupils will explore</p>	<p><b>Collaboration and Community</b></p> <p><b>Painting, Drawing Sketchbooks</b></p> <p>Pupils will explore artists who use natural materials from plants, the ground and sunlight to make art. They will respond to the work through class discussion and by making visual notes in their sketchbooks.</p> <p>Pupils will take inspiration from an artist. They will become</p>

<p>Pupils will discover the qualities of charcoal, opening their minds to the mark making possibilities. They will explore how charcoal responds to various complementary materials. Pupils will think about how they can experiment with mark making to create line, shape and tone. Pupils will begin to think about light and dark by being introduced to the term 'Chiaroscuro'.</p> <p>Pupils will be reminded of the beginnings of drawing and use charcoal and their hands to make marks on a page. Pupils will gain experience using new techniques with charcoal such as smudging, erasing, and using fingers as a mark making tools.</p> <p>Option 1: Pupils will explore how they can use charcoal to respond to narrative and create a dramatic</p>	<p>pastel, crayon, and pens.</p> <p>Pupils will explore the idea of 'painting with scissors' taking inspiration from artist Romare Bearden. They will respond to the work through class discussion.</p> <p>Pupils will take inspiration from original artwork and sketchbook work from the previous lesson. They will use sugar paper or old paintings to cut out shapes made in response to the original artwork.</p> <p>I can collage with my cut elements, choosing colour, shape, and composition to make my own creative response to the artwork.</p> <p>I can add to my collage using line, colour and shape made by stencils.</p>	<p>thinking and seeing.</p> <p>Pupils will try three simple exercises to help them draw from life and explore how we might use exaggeration as a tool to help us convey the intention of our drawing. Pupils will use line and shape and will also create a watercolour wash painting to consolidate all that they have learnt in the session.</p> <p>Pupils will translate text into imagery using shape and line. They will use their sketchbooks to respond to the original stimulus before developing a sculptural character, Pupils will, re-interpret, and re-invent the character whilst exploring the qualities of different materials. They will explore character, narrative, and context to create their sculptures showing consideration for</p>	<p>use a variety of marks by deconstructing their work and recording the different marks that they can see. As they see the diversity of mark making, they will begin to make their own creative decisions about when to use marks in a particular context and will gain an understanding of how the marks they choose will affect the final drawing.</p> <p>Pupils will begin by creating a variety of marks in stitch on plain canvas, taking inspiration from the marks that they made in the previous week. They will go on paint canvas according to the theme, demonstrating paint mixing skills. They will use their sketchbooks as a tool to develop ideas, explore colour and experiment with mark making. Pupils will explore drawing source material as stimuli or will take inspiration from their own local environment.</p> <p>Pupils will display their work in a clear space and</p>	<p>what might be possible when you make paper puppets through being shown a variety of animations. Pupils will use sketchbooks to gather and consolidate information by making visual notes about what they are shown. They will also respond to the work through peer discussion. Pupils will begin to plan their own puppet and the simple movements it might make.</p> <p>Pupils will make their own moveable drawings, using their imagination to think about what character they want to make and how they might make it move. They will consider joints, line and mark making. Pupils will explore the work of Lauren Child and will respond to the information by making some visual notes. Pupils will make a background for the moveable drawing following an appropriate theme. They will work collaboratively to create a shared</p>	<p>familiar with a new process to either make a cyanotype, paint with natural pigment, or use natural dyes and objects to make an anthotype. They will forage from school grounds or their local environment to find the materials to make the artwork. Pupils will work in sketchbooks to define the focus of the artwork, experimenting and making notes about which materials were used and how.</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><b>Frances Hatch, Anna Atkins</b></p>	
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	<p>atmosphere. They will continue their exploration of chiaroscuro through creating dramatic sets. Pupils will consider tone, composition, texture, and depth when they build their dramatic sets.</p> <p>Option 2: Pupils will explore how they can use charcoal and gestural movements made by the body to explore charcoal dance and performance. Pupils will be introduced to an artist who creates large drawings using her whole body. They will share their thoughts about the work in class discussion. Pupils will respond to the space that you have, to create either large scale drawings using their whole bodies or by working in pairs using their hands and arms. Pupils.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing</p>	<p>I can explore negative and positive shapes.</p> <p>I can take photographs of my work.</p> <p>I can share my work with my class, I can reflect and share what I like, and what I would like to try again. I can look at the work of my classmates and give useful feedback through class or small group discussion.</p> <p>Matisse, Claire Willberg</p>	<p>form, texture, material, construction, and colour.</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><b>Rosie Hurley, Inbal Leitner, Roald Dahl , Quentin Blake</b></p>	<p>reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p><b>Alice Kettle, Hannah Rae</b></p>	<p>background for all the puppets / They will draw their own individual backgrounds relating to their puppet. If there is time pupils will use basic digital software to capture their puppets moving.</p> <p>Pupils will display their work in a clear space / watch their animations and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p> <p><b>Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber</b></p>	
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	<p>what they like and what they would like to try again through peer discussion.</p> <p>Edgar Degas, Laura McKendry, Heather Hansen</p>					
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
<b>D&amp;T</b>		<p><b>Light up Signs</b> I can explore and analyse illuminated signs.</p> <p>I can create a simple circuit with incandescent bulbs and a switch.</p> <p>I can describe the difference between an LED and an incandescent light bulb.</p> <p>I can create a simple circuit with an LED bulb and a resistor.</p> <p>I can make a circuit with a string of LED lights.</p>		<p><b>British Inventions</b></p> <p>I can explain about the invention of the mackintosh.</p> <p>I can investigate ways of making fabric waterproof.</p> <p>I can explain about the invention of the world wide web.</p> <p>I can describe how the invention of the internet has changed the world.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>			<p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p><b>Storybooks</b> I can explore moving parts in storybooks, suggesting how they work and what purpose they serve.</p> <p>I can explain what the words 'linkage', 'pivot', 'rotate' and 'lever' mean.</p> <p>I can use a paper concertina to make an object pop out of a book.</p> <p>I can arrange and stick paper between</p>

		<p>I can design an illuminated light box against a set of design criteria.</p> <p>I can select materials, tools and components to create a free-standing structure.</p> <p>I can make a stable, free-standing structure to house an electrical circuit.</p> <p>I can strip, twist and join wire to make permanent connections.</p> <p>I can insert an electrical circuit into a free-standing structure to create an illuminated light box.</p> <p>I can evaluate the effectiveness of my finished product against the design criteria.</p>				<p>pages to create a pop-out.</p> <p>I can use levers to create moving parts.</p> <p>I can create moving wheel mechanisms to create different effects.</p> <p>I can experiment with different fonts and graphic design features.</p> <p>I can design pages of a storybook to include moving mechanisms and appropriate graphic features.</p> <p>I can follow my designs to create a storybook with moving mechanisms.</p> <p>I can evaluate how well my moving mechanisms work.</p> <p>I can evaluate the overall effectiveness of my storybook</p>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	<p><b>Judaism: Jewish Celebrations:</b></p> <p>To <b>recap</b> facts about Judaism and Jewish beliefs.</p> <p>To <b>find out</b> about the Jewish festival of Passover.</p> <p>To <b>find out</b> about the Jewish festival of Sukkot.</p> <p>To <b>find out</b> about the festival of Purim.</p> <p>To <b>find out</b> about the festival of Hanukkah.</p> <p>To <b>find out</b> about the festival of Rosh Hashanah.</p>	<p><b>Hinduism: Diwali</b></p> <p>To <b>learn</b> about the events and meanings in <b>the story of Rama and Sita</b>.</p> <p>To <b>learn</b> about the <b>diya</b> and why it is important in the Diwali story.</p> <p>To <b>learn</b> about some of the <b>preparations for Diwali</b>.</p> <p>To <b>learn</b> about the purpose of creating <b>rangoli patterns</b>.</p> <p>To <b>find out</b> about <b>Lakshmi</b> and how Hindus celebrate Diwali at home.</p>	<p><b>Christianity: What do we know about Jesus?</b></p> <p>To <b>learn</b> that <b>representations of Jesus vary</b> and to <b>explore</b> some of the reasons for this.</p> <p>To <b>learn</b> that <b>pictures of Jesus</b> tell us about people's personal beliefs about him.</p> <p>To <b>find out</b> what Jesus was like as a person from the Gospels.</p> <p>To <b>explore</b> other people's view of Jesus from the Bible.</p> <p>To <b>explore</b> the symbolic language used to describe Jesus in the Bible.</p> <p>To <b>consolidate knowledge</b> of Jesus and <b>reflect</b> on your own response to what we have found out about him.</p>	<p><b>Christianity: What is the Bible and why is it important to Christians?</b></p> <p>To <b>identify</b> and <b>describe</b> ways in which the Bible is important for Christians.</p> <p>To <b>find out</b> how Christians use the Bible at home and at church.</p> <p>To <b>find out</b> about the different kinds of writing in the Bible and why each is important.</p> <p>To <b>learn about</b> what makes a book special to different people.</p> <p>To <b>find out</b> how different genres of writing in the Bible show different aspects of God.</p> <p>To <b>investigate</b> the Old and New Testaments of the Bible.</p>	<p><b>Islam: Rites of Passage</b></p> <p>To <b>understand</b> what Islam is and what the five pillars are.</p> <p>To <b>explore</b> Muslim birth ceremonies and naming days.</p> <p>To <b>find out</b> about the Islamic marriage ceremony.</p> <p>To <b>find out</b> about Muslim funeral ceremonies.</p> <p>To <b>understand</b> the importance of the Hajj for a Muslim person.</p>	<p><b>Multi-Faith Unit: Growing and Changing</b></p> <p>To <b>explore</b> the meaning of signs and symbols.</p> <p>To <b>find out</b> how symbolic food can be used to remember important events.</p> <p>To <b>explore and interpret</b> religious metaphors.</p> <p>To <b>learn</b> that <b>religious beliefs and ideas about God</b> can be experienced in different forms, including symbolism.</p> <p>To <b>learn</b> about some common symbols within a place of worship.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSHE	<p><b>Me and My Relationships:</b></p> <p>To know that feelings and emotions help a person cope with difficult times.  <b>I can communicate my feelings and use this to try to manage my emotions.</b></p> <p>To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.  <b>I can collaborate with a team to achieve a goal.</b></p> <p>To recognise which strategies are appropriate</p>	<p><b>Valuing Difference:</b></p> <p>To recognise that there are many different types of families.  <b>I can give examples of different types of family. I respect these differences.</b></p> <p>To identify the different communities that they belong to.  <b>I can give examples of different community groups and what is good about having different groups.</b></p> <p>To learn ways of showing respect through language and communication.</p>	<p><b>Keeping Safe:</b></p> <p>To identify risk factors in given situations.  <b>I can say what I could do to make a situation less risky or not risky at all.</b></p> <p>To define the words danger and risk and explain the difference between the two.  <b>I can demonstrate strategies for dealing with a risky situation.</b></p> <p>To define the word 'drug' and understand that nicotine and alcohol are both drugs.  <b>I can identify some key risks from and effects</b></p>	<p><b>Rights and Respect:</b></p> <p>To talk about and identify people who help them in school and the community.  <b>I can identify people who help me in different ways.</b></p> <p>To learn differences between 'fact' and 'opinion'.  <b>I can spot 'facts' and 'opinions' to help me share ideas.</b></p> <p>To discuss, plan and evaluate ways of helping the environment.  <b>I can make a plan.</b></p> <p><b>I can choose a method</b></p> <p>To learn about saving, spending and essential purchases.</p>	<p><b>Being My Best:</b></p> <p>To recognise how different food groups work in our body.  <b>I can choose foods that make a balanced meal.</b></p> <p>To explain how some infectious illnesses are spread from one person to another.  <b>I can explain how washing hands can prevent infections spreading.</b></p> <p>To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes.</p>	<p><b>Growing and Changing:</b></p> <p>To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space.  <b>I can explain what body space is and how it feels when someone is too close to me.</b></p> <p>To identify the different types of relationships people have and their different purposes and qualities.  <b>I can tell you some of the different relationships I have.</b></p> <p>To identify what makes a positive relationship and</p>

	<p>for particular situations. I can accept I may not always agree with others.</p> <p>To listen to and debate ideas and opinions with others with respect and courtesy. I can listen and share my opinions respectfully.</p> <p>To recognise why friends may fall out and how to resolve issues. I can say why friends may fall out and how they can make up. I know how to look after my friends and stay friends.</p>	<p>I can use respectful language and communication skills when discussing with others. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p> <p>To identify different origins, national, regional, ethnic and religious backgrounds. I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together.</p>	<p>of cigarettes and alcohol.</p> <p>To recognise potential risks associated with browsing online. I can give examples of strategies for safe browsing online.</p> <p>To recognise and describe appropriate behaviour online as well as offline. I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.</p>	<p>I can identify different times and reasons to spend money.</p> <p>To consider how money is earned and the different factors effecting this. I can give examples of how people earn money.</p>	<p>I can describe how food, water and air get into the body and blood.</p> <p>To identify my achievements and skills to work on. I can set goals and make a plan to develop a new skill.</p> <p>To explain how skills are developed.</p>	<p>what makes a negative relationship. I can tell you what qualities a healthy positive relationship has.</p> <p>To identify puberty changes. I can describe how a girls and boys body will change when it reaches puberty.</p> <p>To explain menstruation cycle as something that happens when a sperm does not meet an egg. I can tell you what happens to a womans body when the sperm does not meet the egg.</p>
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		To recognise and explain why bullying can be caused by prejudice. <b>I can suggest ways to deal with bullying and prejudice.</b>				
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>PE</b>	<p><b>Invasion Games</b> Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games.</p> <p><b>Strike/kick/pass a ball with developing accuracy and control when moving.</b></p> <p><b>Receive the ball in a moving position.</b></p> <p><b>Understand &amp; describe similarities in your own and others' work.</b></p> <p><b>Apply basic Attacking and defending skills</b></p>	<p><b>Gymnastics</b> To develop flexibility, strength, technique, control and balance</p> <p><b>Execute a teddy bear roll with correct form and technique.</b></p> <p><b>Execute a dish / arch balance with correct form and technique.</b></p> <p><b>Execute a star and long jump from apparatus with a safe and secure landing.</b></p> <p><b>Land correctly when jumping off a medium/high piece of apparatus.</b></p> <p><b>Execute a forward roll with support.</b></p>	<p><b>Dance</b> To perform dances using a range of movement patterns</p> <p><b>Perform combinations of 6 dance actions movements to a piece of music</b></p> <p><b>Remember a group choreography and own sequence and link them..</b></p> <p><b>Adapt a sequence of movement patterns to include different levels, speeds and/or direction.</b></p>	<p><b>Swimming:</b></p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul>	<p><b>Net and Wall</b> Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games.</p> <p>Develop flexibility, strength, technique, control and balance</p> <p>Compare their performances</p> <p><b>Can move effectively with agility, balance and control, changing directions and speed.</b></p> <p><b>Can show good technique balance and control using both forehand and backhand</b></p>	<p><b>Athletics</b> To develop flexibility, strength, technique, control and balance.</p> <p><b>Demonstrate good running posture.</b></p> <p><b>Accelerate and decelerate rapidly.</b></p> <p><b>Jump for distance from two feet to two feet.</b></p> <p><b>Demonstrate correct technique for throwing a vortex/Javelin.</b></p> <p><b>Striking and Fielding</b> Use running, jumping, throwing and catching</p>

	<p>in competitive scenarios.</p> <p>Applying basic tactics in small-sided competitive scenarios.</p>	<p>Perform a basic squat on a low vault and land with control.</p>	<p>Use dance skills Unison, Transition and Formation</p> <p>Identify similarities in own and others performances</p> <p><b>OAA</b></p> <p>To take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Can work in a team understanding similarities between one's own and other work.</p> <p>Can identify strengths of a team and use them to complete challenges</p> <p>Can create a simple map.</p> <p>Can show an understanding of their surroundings and reflect on a map.</p> <p>Use a map key effectively.</p>		<p>when sending the ball across the floor.</p> <p>Can serve a ball over a net, into a specific area, using with good technique, balance and control</p> <p>Can return a ball over a net using suitable technique, balance and control.</p> <p>Can use correct technique to perform a volley (ball not bouncing) to a partner.</p> <p>Can identify similarities in own and others work</p>	<p>in isolation and in combination.</p> <p>Play competitive games.</p> <p>Compare their performances</p> <p>Accurately throw underarm at a target from a stationary position.</p> <p>Accurately throw overarm at a target from a stationary position.</p> <p>Successfully stop a ball travelling towards them on the floor.</p> <p>Catch a ball in a competitive scenario.</p> <p>Strike a stationary ball accurately.</p> <p>Identify similarities in own and others performances.</p>
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Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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<b>French</b>	<p><b>Listening:</b> Listen to and enjoy short stories, nursery rhymes &amp; songs. Recognise familiar words and short phrases covered in the units taught. <b>Speaking:</b> Communicate with others using simple words and short phrases covered in the units. <b>Reading:</b> Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language. <b>Writing:</b> Write familiar words &amp; short phrases using a model or vocabulary list. <b>EG:</b> 'I play the piano'. 'I like apples'. <b>Grammar:</b> Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...'</p> <p><b>Language Angels: Phonetics 1&amp;2</b> (Core Vocabulary Unit) Selection of Core Vocabulary lessons</p> <p><b>Language Angels: I'm Learning French</b> (Early Language Unit)</p>	<p><b>Listening:</b> Listen to and enjoy short stories, nursery rhymes &amp; songs. Recognise familiar words and short phrases covered in the units taught. <b>Speaking:</b> Communicate with others using simple words and short phrases covered in the units. <b>Reading:</b> Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language. <b>Writing:</b> Write familiar words &amp; short phrases using a model or vocabulary list. <b>EG:</b> 'I play the piano'. 'I like apples'. <b>Grammar:</b> Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...'</p> <p><b>Language Angels: Fruits</b> (Early Language Unit)</p>	<p><b>Listening:</b> Listen to and enjoy short stories, nursery rhymes &amp; songs. Recognise familiar words and short phrases covered in the units taught. <b>Speaking:</b> Communicate with others using simple words and short phrases covered in the units. <b>Reading:</b> Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language. <b>Writing:</b> Write familiar words &amp; short phrases using a model or vocabulary list. <b>EG:</b> 'I play the piano'. 'I like apples'. <b>Grammar:</b> Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...'</p> <p><b>Angels: Shapes</b> (Early Language Unit)</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Music</b>	<p><b>Developing Notation Skills</b></p> <p><b>Singing:</b> Demonstrate good singing posture.</p> <p>Copy back simple melodic phrases using the voice.</p>	<p><b>Enjoying Improvisation</b></p> <p><b>Singing:</b> Demonstrate good singing posture.</p> <p>Copy back simple melodic phrases using the voice.</p>	<p><b>Composing using your imagination</b></p> <p><b>Singing:</b> Demonstrate good singing posture.</p> <p>Copy back simple melodic phrases using the voice.</p>	<p><b>Sharing musical experiences</b></p> <p><b>Singing:</b> Demonstrate good singing posture.</p> <p>Copy back simple melodic phrases using the voice.</p>	<p><b>Learning More About musical Styles</b></p> <p><b>Singing:</b> Demonstrate good singing posture.</p> <p>Copy back simple melodic phrases using the voice.</p>	<p><b>Recognising Different Sounds</b></p> <p><b>Singing:</b> Demonstrate good singing posture.</p> <p>Copy back simple melodic phrases using the voice.</p>

	<p>Sing songs from memory and/or from notation.</p> <p>Sing with awareness of following the beat.</p> <p>Begin to understand the importance of pronouncing the words in a song well and sing expressively, with attention to the meaning of the words.</p> <p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression.</p> <p>Perform forte and piano (loud and soft).</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Understand and follow the leader or conductor.</p> <p>Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</p> <p>Perform as a choir/ensemble in school assemblies or events.</p>	<p>Sing songs from memory and/or from notation.</p> <p>Sing with awareness of following the beat.</p> <p>Begin to understand the importance of pronouncing the words in a song well and sing expressively, with attention to the meaning of the words.</p> <p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression.</p> <p>Perform forte and piano (loud and soft).</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Understand and follow the leader or conductor.</p> <p>Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</p> <p>Perform as a choir/ensemble in school assemblies or events.</p>	<p>Sing songs from memory and/or from notation.</p> <p>Sing with awareness of following the beat.</p> <p>Begin to understand the importance of pronouncing the words in a song well and sing expressively, with attention to the meaning of the words.</p> <p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression.</p> <p>Perform forte and piano (loud and soft).</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Understand and follow the leader or conductor.</p> <p>Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</p> <p>Perform as a choir/ensemble in school assemblies or events.</p>	<p>Sing songs from memory and/or from notation.</p> <p>Sing with awareness of following the beat.</p> <p>Begin to understand the importance of pronouncing the words in a song well and sing expressively, with attention to the meaning of the words.</p> <p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression.</p> <p>Perform forte and piano (loud and soft).</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Understand and follow the leader or conductor.</p> <p>Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</p> <p>Perform as a choir/ensemble in school assemblies or events.</p>	<p>Sing songs from memory and/or from notation.</p> <p>Sing with awareness of following the beat.</p> <p>Begin to understand the importance of pronouncing the words in a song well and sing expressively, with attention to the meaning of the words.</p> <p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression.</p> <p>Perform forte and piano (loud and soft).</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Understand and follow the leader or conductor.</p> <p>Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</p> <p>Perform as a choir/ensemble in school assemblies or events.</p>	<p>Sing songs from memory and/or from notation.</p> <p>Sing with awareness of following the beat.</p> <p>Begin to understand the importance of pronouncing the words in a song well and sing expressively, with attention to the meaning of the words.</p> <p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression.</p> <p>Perform forte and piano (loud and soft).</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Understand and follow the leader or conductor.</p> <p>Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</p> <p>Perform as a choir/ensemble in school assemblies or events.</p>
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	<p><b>Listening:</b> Share thoughts and feelings about music together.</p> <p>Find the beat or pulse of the music. Invent different actions to move in time with the music.</p> <p>Talk about what the song means.</p> <p>Identify some instruments they can hear playing.</p> <p>Talk about the style of the songs.</p> <p>Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listen to recorded performances and experience live music making in and out of school.</p> <p>Begin to describe the different purposes of music throughout history and in other cultures.</p> <p><b>Composing:</b> <b><i>Improvise</i></b> Become more skilled in improvising (using</p>	<p><b>Listening:</b> Share thoughts and feelings about music together.</p> <p>Find the beat or pulse of the music. Invent different actions to move in time with the music.</p> <p>Talk about what the song means.</p> <p>Identify some instruments they can hear playing.</p> <p>Talk about the style of the songs.</p> <p>Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listen to recorded performances and experience live music making in and out of school.</p> <p>Begin to describe the different purposes of music throughout history and in other cultures.</p> <p><b>Composing:</b> <b><i>Improvise</i></b> Become more skilled in improvising (using</p>	<p><b>Listening:</b> Share thoughts and feelings about music together.</p> <p>Find the beat or pulse of the music. Invent different actions to move in time with the music.</p> <p>Talk about what the song means.</p> <p>Identify some instruments they can hear playing.</p> <p>Talk about the style of the songs.</p> <p>Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listen to recorded performances and experience live music making in and out of school.</p> <p>Begin to describe the different purposes of music throughout history and in other cultures.</p> <p><b>Composing:</b> <b><i>Improvise</i></b> Become more skilled in improvising (using</p>	<p><b>Listening:</b> Share thoughts and feelings about music together.</p> <p>Find the beat or pulse of the music. Invent different actions to move in time with the music.</p> <p>Talk about what the song means.</p> <p>Identify some instruments they can hear playing.</p> <p>Talk about the style of the songs.</p> <p>Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listen to recorded performances and experience live music making in and out of school.</p> <p>Begin to describe the different purposes of music throughout history and in other cultures.</p> <p><b>Composing:</b> <b><i>Improvise</i></b> Become more skilled in improvising (using voices, tuned and un-tuned percussion and</p>	<p><b>Listening:</b> Share thoughts and feelings about music together.</p> <p>Find the beat or pulse of the music. Invent different actions to move in time with the music.</p> <p>Talk about what the song means.</p> <p>Identify some instruments they can hear playing.</p> <p>Talk about the style of the songs.</p> <p>Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listen to recorded performances and experience live music making in and out of school.</p> <p>Begin to describe the different purposes of music throughout history and in other cultures.</p> <p><b>Composing:</b> <b><i>Improvise</i></b> Become more skilled in improvising (using voices, tuned and un-</p>	<p><b>Listening:</b> Share thoughts and feelings about music together.</p> <p>Find the beat or pulse of the music. Invent different actions to move in time with the music.</p> <p>Talk about what the song means.</p> <p>Identify some instruments they can hear playing.</p> <p>Talk about the style of the songs.</p> <p>Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listen to recorded performances and experience live music making in and out of school.</p> <p>Begin to describe the different purposes of music throughout history and in other cultures.</p> <p><b>Composing:</b> <b><i>Improvise</i></b> Become more skilled in improvising (using voices, tuned and un-</p>
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<p>voices, tuned and un-tuned percussion and instruments), inventing short 'on-the-spot' responses using a limited note-range within a major scale: C D E, C D E G A, G A B, G A B D E, F G A</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.</p> <p>Compose in response to different stimuli, (e.g. stories, verse, images, paintings and photographs) and musical sources.</p> <p><b>Compose</b> Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).</p> <p>Compose song accompaniments on un-tuned percussion using known rhythms and note values.</p> <p>Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation.</p>	<p>voices, tuned and un-tuned percussion and instruments), inventing short 'on-the-spot' responses using a limited note-range within a major scale: C D E, C D E G A, G A B, 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