

Ingrave Johnstone C of E Primary School Year Group Curriculum Overview

Year Group: 1			
Subject	Autumn term Toy Story Wonderful World	Spring Term Class 1's World Tour Destination Outer Space	Summer Term Amazing Animals Blooming Lovely
English	Overview of knowledge Fantasy Traditional Tales	Overview of knowledge Stories from other cultures Traditional rhymes Poems on a theme Stories with repetitive patterns	Overview of knowledge Poem to learn by heart Stories by the same order
	Overview of skills <i>See Lancashire Grid Units</i>	Overview of skills <i>See Lancashire Grid Units</i>	Overview of skills <i>See Lancashire Grid Units</i>
Maths	Overview of knowledge <u>Autumn 1</u> Number: Place Value (within 10) Number: Addition and Subtraction (within 10) <u>Autumn 2</u> Number: Addition and Subtraction (within 10) ctd Geometry: Shape (2D and 3D) Number: Place Value (within 20) Consolidation	Overview of knowledge <u>Spring 1</u> Number: Addition and Subtraction (within 20) Number: Place Value (within 50) (multiples of 2, 5 and 10 to be included) <u>Spring 2</u> Number: Place Value (within 50) (multiples of 2, 5 and 10 to be included) ctd Measurement: Length and Height (non-standard units and intro to cm) Measurement: Weight and Volume (comparison and non-standard units) Consolidation	Overview of knowledge <u>Summer 1</u> Number: Multiplication and Division (reinforce multiples of 2, 5 and 10, doubles, arrays) Number: Fractions (half and quarter of shapes and amounts) Geometry: position and direction <u>Summer 2</u> Number: Place Value (within 100) Measurement: money (recognising coins and notes) Time (dates, language and o'clock/half hour)

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			Consolidation
	Overview of skills <i>See White Rose Unit Summary</i>	Overview of skills <i>See White Rose Unit Summary</i>	Overview of skills <i>See White Rose Unit Summary</i>
Science	Overview of knowledge AUTUMN 1 (WHO AM I? RISING STARS) Know the basic parts of the human body and how they link to the senses. AUTUMN 2 (POLAR ADVENTURES) Name animals that are birds, fish and mammals. Name common animals that are carnivore, herbivore and omnivore. Recognise that materials can be transparent, translucent, opaque, waterproof and flexible.	Overview of knowledge SPRING 1 (HOLIDAY RISING STARS) Name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Name a variety of common animals that are carnivores, herbivores and omnivores. Name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. SPRING 2 (TREASURE ISLAND RISING STARS) Name a variety of plants. Name a variety of animals including fish, amphibians, reptiles, birds, birds and mammals.	Overview of knowledge SUMMER 1 (ON SAFARI RISING STARS) Name a variety of common vertebrate. Identify and name a variety of common animals that are carnivores, herbivores omnivores. SUMMER 2 (CELEBRATIONS RISING STARS) Understand the difference between an object and the material from which it is made. Name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Name the simple physical properties of a variety of everyday materials.
	Overview of skills AUTUMN 1 (WHO AM I? RISING STARS) Identify, name, draw and label the basic parts of the human body and explain which part is associated with which sense. Observe things using simple equipment. Identify and sort different things. Collect and record data to help answer questions. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. AUTUMN 2 (POLAR ADVENTURES) Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Describe and compare different common animals. Describe properties of everyday materials. Compare and group materials that are transparent, translucent, opaque, waterproof and flexible.	Overview of skills SPRING 1 (HOLIDAY RISING STARS) Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Describe the simple physical properties of a variety of everyday materials. Describe and compare the structure of a fish with humans and some other animals. Describe and compare the structure of a variety of common animals and distinguish between an object and the material from which it is made. SPRING 2 (TREASURE ISLAND RISING STARS) Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Describe and compare the structure of a fish with humans and some other animals. Describe the simple physical properties of a variety of everyday materials.	Overview of skills SUMMER 1 (ON SAFARI RISING STARS) To describe and compare the structure of a variety of common invertebrates. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies SUMMER 2 (CELEBRATIONS RISING STARS) Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Identify and describe the basic structure of a variety of common plants, including roots, stem, trunk, leaves, and flowers.
RE	Overview of knowledge AUTUMN 1: CREATION Christians believe God made the world.	Overview of knowledge SPRING 1: HINDUISM Hinduism is the 3 rd largest world religion.	Overview of knowledge SUMMER 1: GOSPEL Gospel means 'Good News'.

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	<p>Creation is part of the 'Big Story'. Creation is the first story in the Bible, Genesis 1. Know God's Earth was created in a special order. Know that Christians celebrate God's gifts at Harvest time.</p> <p>AUTUMN 1/2 JUDAISM: Jewish people respect the Holy day of Shabbat (Saturday). Shabbat is a day of rest. Jewish people eat a Seder meal at Passover. Synagogue is a Holy place where Jews worship. Many homes have a Mezuzah on the door, containing words of Shema. Jewish people keep a kosher home and eat kosher food.</p> <p>AUTUMN 2 INCARNATION Christians believe Jesus was a very special baby – God on Earth. Christians believe God came to Earth to show them how to live. Christians use Advent to prepare for the arrival of Jesus. We can find the Nativity story in the Gospel of Luke. God is a forgiving Father. Christians worship God and appreciate he is forgiving by saying sorry and praying.</p>	<p>Hindus worship lots of Gods but the one supreme God is Brahman. Murtis are images of Gods and Goddesses. Hindu priests have an important role in the community. Hindus have birth and naming ceremonies (link to Baptism).</p> <p>SPRING 2: SALVATION Easter is a spring festival that remembers and important part of the Bible. Know key facts of Easter story: Entry into Jerusalem, Jesus' betrayal and arrest, crucifixion, empty tomb, appearance. How symbols for Holy week and Easter (Hot Cross buns) link with the Easter story.</p>	<p>Jesus had 12 special friends – disciples. Gospel shows examples of forgiveness (saying sorry and being forgiven). The Gospel shows examples of Peace – Jesus gave peace to people whose hearts felt afraid, ill or worried.</p> <p>SUMMER 1 OR 2: PENTECOST Jesus sent the gift of the Holy Spirit to help his friends after he'd left them. Gifts are given to people to remind them of special times.</p> <p>SUMMER 2: ISLAM The Islamic God is called Allah. Muslim people pray daily. The special book of Islam is a Qua'ran. All religions have special people – mu'adhin, hafiz etc.</p>
	<p>Overview of skills</p> <p>AUTUMN 1: CREATION Recognise and recall features of religious stories. Recognise that there are different forms of religious expression. Identify aspects of own experiences and feelings. Demonstrate the beauty of God's world through art.</p> <p>AUTUMN 1 OR 2: JUDAISM Recognise special days and practices for different religions.</p>	<p>Overview of skills</p> <p>SPRING 1: HINDUISM Recognise features and practices of other religions (Gods etc.) through art and discussion. Identify similarities and differences between key religions (baptism/naming ceremony). Identify aspects of own experiences and feelings.</p> <p>SPRING 2: SALVATION Begin to make links between different stories in the Bible (Jesus' birth and death) Recognise that Jesus/Bible gives instructions about how to behave.</p>	<p>Overview of skills</p> <p>SUMMER 1: GOSPEL Recall features of significant Gospel stories. Identify the 3 elements of good news – friendship, forgiveness and peace. Consider the role of Churches in sharing good news – relate to own experiences. Reflect on the theme of good news by writing prayers. Explore different aspects of peace (inside, between people and with God).</p> <p>SUMMER 1 OR 2: PENTECOST</p>

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	<p>Recall features of stories about significant people in Jewish history (Moses, Abraham, Noah, Ruth, Solomon, David, Esther)</p> <p>Recognise different religions have different Holy leaders.</p> <p>AUTUMN 2: INCARNATION</p> <p>Order and recall significant religious stories.</p> <p>Recall key religious words.</p> <p>Identify aspects of own experience and feelings regarding forgiveness.</p>	<p>Recall and explain the Easter story in different ways – art, drama etc.</p> <p>Identify emotions linked to the Easter story.</p> <p>Understand symbolism of items such as Easter eggs.</p>	<p>Recall examples of when you have been helped or maybe asked for help from God.</p> <p>Identify a gift you would leave for a friend and explain the reasons for this.</p> <p>Relate gift giving and special times to significant events in own lives.</p> <p>SUMMER 2: ISLAM</p> <p>Recall names of different world religions.</p> <p>Know that there are some similarities – one God Islam and Christianity.</p> <p>Recall the name of the Islamic god – Allah.</p> <p>Show understanding of how often Muslims pray.</p> <p>Explain the role of key people in the Islamic faith.</p>
Computing	<p>Overview of knowledge</p> <p>A1: We are treasure hunters - using programmable toys</p> <p>A2: We are TV chefs - filming the steps of a recipe.</p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. <p>Recognise common uses of information technology beyond school.</p>	<p>Overview of knowledge</p> <p>S1: We are painters-illustrating an eBook.</p> <p>S2: We are collectors –finding images using the web.</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 	<p>Overview of knowledge</p> <p>S1: We are storytellers-producing a talking book.</p> <p>S2: We are celebrating-creating a card digitally</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

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		<ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private. Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	
	Overview of skills <ul style="list-style-type: none"> Understand that a programmable toy can be controlled by inputting a sequence of instructions. Develop and record sequences of instructions. As an algorithm, program the toy to follow their algorithm. Debug their programs. Predict how their programs will work. Break down a process into simple, clear steps, as in an algorithm. Use different features of a video camera. Use a video camera to capture moving images. Develop collaboration skills. Discuss their work and think about how it could be improved. 	Overview of skills <ul style="list-style-type: none"> Use the web safely to find ideas for an illustration select and use appropriate painting tools to create and change images on the computer. Understand how this use of ICT differs from using paint and paper. Create an illustration for a particular purpose. Know how to save, retrieve and change their work, reflect on their work and act on feedback received. Find and use pictures on the web, know what to do if they encounter pictures that cause concern. Group images on the basis of a binary (yes/no) question. Organise images into more than two groups according to clear rules. Sort (order) images according to some criteria. Ask and answer binary (yes/no) questions about their images. 	Overview of skills <ul style="list-style-type: none"> Understand that email can be used to communicate develop skills in opening, composing and sending emails Gain skills in opening and listening to audio files on the computer. Use appropriate language in emails. Develop skills in editing and formatting text in emails. Be aware of online safety issues when using email. Sort and classify a group of items by answering questions. Collect data using tick charts or tally charts. Use simple charting software to produce pictograms and other basic charts. Take, edit and enhance photographs. Record information on a digital map.
History	Overview of knowledge Toy Story Changes in living memory and how they have changed since they were born-focus on toys-comparing modern toys to toys from the past.	Overview of knowledge Destination Outer Space Famous people from the past- Neil Armstrong, Helen Sharman (first Briton in space)Tim Peake . Early travels into space-the space race, Sputnik, Apollo Moon landings, the Space Shuttle, the Space Station.	Overview of knowledge Not taught
	Overview of skills I can sequence events in my life I can sequence 3 or 4 artefacts from distinctly different periods of time	Overview of skills I can sequence events in my life and relate these to the race for space and current and recent events in space in their lifetime	Overview of skills Not taught

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	<p>I can match objects to people of different ages</p> <p>I can recognise the difference between past and present in my own and others' lives</p> <p>I know and can recount episodes from stories about the past</p> <p>I can use stories so that I can tell the difference between fact and fiction</p> <p>I can compare adults talking about the past – I can ask myself- how reliable are their memories?</p> <p>I can find answers to simple questions about the past from sources of information e.g. artefacts, fact books, pictures</p> <p>I can communicate my knowledge through: discussion.... drawing pictures... drama/role play.. making models..... writing.. using ICT...</p>	<p>I can sequence 3 or 4 artefacts from distinctly different periods of time relating to space travel</p> <p>I can match objects to people of different ages relating to space exploration</p> <p>I can recognise the difference between past and present in my own and others' lives-related to space travel</p> <p>I know and recount episodes from stories about the past related to space exploration</p> <p>I can use stories relating to space to distinguish between fact and fiction</p> <p>I can compare adults talking about the past – I can ask myself how reliable are their memories?</p> <p>I can find answers to simple questions about the past from sources of information e.g. artefacts, pictures, fact books</p> <p>I can communicate my knowledge and understanding through: discussion.... drawing pictures... drama/role play.. making models..... writing.. using ICT</p>	
Geography	<p>Overview of knowledge The United Kingdom</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Overview of knowledge The World</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Overview of knowledge Local area study</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation, key human features, including: city, town, village, factory, farm, house, post office.</p>
	<p>Overview of skills</p> <p>I can name the four countries of the United Kingdom</p> <p>I can locate and identify the four countries of the United Kingdom on a map, atlas and a globe.</p> <p>I can talk about and write about the main characteristics of the four countries</p> <p>I can name the capital cities of the United Kingdom</p> <p>I can name the seas surrounding the United Kingdom..</p> <p>I can identify seasonal and daily weather patterns in the United Kingdom and record these in simple ways.</p>	<p>Overview of skills</p> <p>I can identify the location of the hot and cold areas of the world on a globe, map and atlas.</p> <p>I can identify the Equator on a globe, map and atlas.</p> <p>I can identify the North and South Poles on a globe, map and atlas.</p> <p>I can identify the geographical relationship between the Equator and the Poles on a globe, map and atlas.</p>	<p>Overview of skills</p> <p>I can use simple fieldwork to explore my local area, including my school and its grounds.</p> <p>I can draw pictures and write notes about what I see</p> <p>I can observe and talk about different parts of my local area using geographical language.</p> <p>I can observe, talk about and draw and write about the geography of my school and its grounds.</p> <p>I can observe, talk about and draw and write about the key human and physical features of the environment around my school.</p>

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Art	Overview of knowledge and skills <ul style="list-style-type: none"> – Extend the variety of drawings tools – Explore different textures – Observe and draw landscapes – Observe patterns – Observe anatomy (faces, limbs) – Name all the colours – Mixing of colours – Find collections of colour – Applying colour with a range of tools 	Overview of knowledge and skills <ul style="list-style-type: none"> – Weaving – Collage – Sort according to specific qualities – how textiles create things – Construct – Use materials to make known objects for a purpose – Carve – Pinch and roll coils and slabs using a modelling media. – Make simple joins 	Overview of knowledge and skills <ul style="list-style-type: none"> – Create patterns – Develop impressed images – Relief printing – Awareness and discussion of patterns – Repeating patterns – Symmetry
Design	Overview of knowledge Not taught	Overview of knowledge <u>Year 1 Textiles - Templates and joining techniques</u> Understand how simple 3-D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. Know and use technical vocabulary relevant to the project.	Overview of knowledge <u>Year 1 Food - Preparing fruit and vegetables</u> Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The eatwell plate</i> . Know and use technical and sensory vocabulary relevant to the project.
	Overview of skills Not taught	Overview of skills Designing Design a functional and appealing product for a chosen user and purpose based on simple design criteria. Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. Making Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.	Overview of skills Designing Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings. Making Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.

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		<p>Select from and use textiles according to their characteristics.</p> <p>Evaluating</p> <p>Explore and evaluate a range of existing textile products relevant to the project being undertaken.</p> <p>Evaluate their ideas throughout and their final products against original design criteria.</p>	<p>Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p>Evaluating</p> <p>Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</p> <p>Evaluate ideas and finished products against design criteria, including intended user and purpose.</p>
PE	<p>Overview of knowledge</p> <p>AUTUMN 1</p> <p><u>Invasion games</u></p> <p>'Primary Games, Reception and Key Stage 1', Val Sabin. Unit 1</p> <p>I can explain why I enjoy playing games and physical activities.</p> <p>I can talk about what my body does during exercise. For example: breathing.</p> <p>I know there are different ways of using a ball and can explain what they are.</p> <p>I can name some team games. For example: football and basketball.</p> <p>AUTUMN 2</p> <p><u>Gymnastics</u></p> <p>'Primary School Gymnastics, Reception and Key Stage 1', Val Sabin. Units: D, E, F and G</p>	<p>Overview of knowledge</p> <p>SPRING 1</p> <p><u>Dance</u></p> <p>'Primary Dance, Reception and Key Stage 1', Val Sabin. Units: 1, 2, 3, 4</p> <p>I know that in dance, you must have a clear starting and finishing position.</p> <p>I know that music can show a range of emotions.</p> <p>I know that some movements can relate to feelings.</p> <p>SPRING 2</p> <p><u>Net/wall games</u></p> <p>'Primary Games, Reception and Key Stage 1', Val Sabin. Unit 4</p> <p>I can name some net games. For example: tennis and badminton.</p>	<p>Overview of knowledge</p> <p>SUMMER 1</p> <p><u>Striking and fielding</u></p> <p>'Primary Games, Reception and Key Stage 1', Val Sabin. Unit 2</p> <p>I can understand that being active is good for me and fun.</p> <p>I know how to be safe in the spaces used to play games.</p> <p>I know what skills and actions can be used individually and in combination to suit the game I am playing.</p> <p>SUMMER 2</p> <p><u>Multi-skills and athletics</u></p> <p>'Primary Games, Reception and Key Stage 1', Val Sabin. Unit 3</p> <p>I can develop balance, agility and co-ordination in a range of games.</p>

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	<p>I can recognise how it feels when they body is tense.</p> <p>I can discuss how the body changes during exercise.</p> <p>I can respond to instructions and commands.</p> <p>I can name some basic gym actions.</p> <p>I can explain how to handle apparatus safely.</p>	<p>I can explain how practising skills can help you feel warmer.</p> <p>I can explain why it is good to play and get out of breath.</p>	
	<p>Overview of skills</p> <p><u>AUTUMN 1</u></p> <p><u>Invasion games</u></p> <p>‘Primary Games, Reception and Key Stage 1’, Val Sabin. Unit 1</p> <p>I can send a ball or other equipment in different ways.</p> <p>I can retrieve and stop a ball using different parts of my body.</p> <p>I can play a variety of running and avoiding games.</p> <p>I can practise my skills to improve them.</p> <p>I can participate in team games.</p> <p>I can develop simple attacking and defending techniques.</p>	<p>Overview of skills</p> <p><u>SPRING 1</u></p> <p><u>Dance</u></p> <p>‘Primary Dance, Reception and Key Stage 1’, Val Sabin. Units: 1, 2, 3, 4</p> <p>I can learn basic movements relating to feelings.</p> <p>I can show that in dance, there are clear starting and finishing positions.</p> <p>I can respond to different music showing a range of emotions.</p> <p>I can perform dance movements and simple routines using simple movement patterns.</p> <p><u>SPRING 2</u></p> <p><u>Net/wall games</u></p>	<p>Overview of skills</p> <p><u>SUMMER 1</u></p> <p><u>Striking and fielding</u></p> <p>‘Primary Games, Reception and Key Stage 1’, Val Sabin. Unit 2</p> <p>I can be confident and safe in the spaces used to play games.</p> <p>I can use skills, actions and ideas individually and in combination to suit the game I am playing.</p> <p>I can participate in team games.</p> <p>I can pass and retrieve a ball in different ways with control and increased accuracy.</p> <p>I can perform fielding techniques with increased control and co-ordination.</p>

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	<p>I can pass and receive a ball in different ways with increased control.</p> <p>AUTUMN 2</p> <p><u>Gymnastics</u></p> <p>'Primary School Gymnastics, Reception and Key Stage 1', Val Sabin. Units: D, E, F and G</p> <p>I can move between mats and small apparatus and change the speed of movement.</p> <p>I can be still in different body shapes and balances and combine different ways of travelling.</p> <p>I can handle apparatus safely.</p> <p>I can develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size and direction.</p>	<p>'Primary Games, Reception and Key Stage 1', Val Sabin. Unit 4</p> <p>I can focus on throwing and catching.</p> <p>I can play a net game. For example: tennis or badminton.</p> <p>I can play running and avoiding games.</p> <p>I can participate in team games.</p> <p>I can pass and receive a ball in different ways with control and increased accuracy.</p> <p>I can perform fielding techniques with increased control and co-ordination.</p>	<p><u>SUMMER 2</u></p> <p><u>Multi-skills and athletics</u></p> <p>'Primary Games, Reception and Key Stage 1', Val Sabin. Unit 3</p> <p>I can improve my movement skills of balance, co-ordination and agility.</p> <p>I can take part in a range of multiskill games. For example: bat and ball relay, throw clap and catch, slalom run, standing long jump.</p>
French	Overview of knowledge	Overview of knowledge	Overview of knowledge
	Not taught in KS1	Not taught in KS1	Not taught in KS1
	Overview of skills	Overview of skills	Overview of skills
Music	Overview of knowledge Charanga scheme HEY YOU (1st Term) RHYTHMN IN THE WAY WE WALK & BANANA RAP (2 nd Term)	Overview of knowledge Charanga scheme IN THE GROOVE (1st Term) ROUND AND ROUND (2 nd Term)	Overview of knowledge Charanga scheme YOUR IMAGINATION (1st Term) REFLECT, REWIND & REPLAY (2nd Term)
	<p><i>Listen and appraise</i></p> <ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. 	<p><i>(Continue with listening and appraising and singing knowledge from term 1)</i></p> <p><i>Playing</i></p>	<p><i>(Continue with listening and appraising and singing knowledge, playing and improvisation from term 1 and 2)</i></p> <p><i>Composition</i></p>

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	<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. To begin to understand some musical language <p>Singing To confidently sing or rap five songs from memory and sing them in unison.</p>	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. <p>Improvisation</p> <ul style="list-style-type: none"> Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. <ul style="list-style-type: none"> Everyone can improvise! 	<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. <p>Performance</p> <ul style="list-style-type: none"> A performance is sharing music with other people, called an audience.
	<p>Overview of skills</p> <p>Listen and appraise</p> <ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To be able to find the pulse Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. Create rhythms for others to copy Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat. Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'. <p>Singing</p> <ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices you can rap or say words in rhythm. Learn to start and stop singing when following a leader. 	<p>Overview of skills (Continue with listening and appraising and singing skills from term 1)</p> <p>Playing</p> <ul style="list-style-type: none"> Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader. <p>Improvisation</p> <ul style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. 	<p>Overview of skills (Continue with listening and appraising and singing knowledge, playing and improvisation from term 1 and 2)</p> <p>Composition</p> <ul style="list-style-type: none"> Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. <p>Performance</p> <ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it
PSHE	Overview of knowledge and skills	Overview of knowledge and skills <u>Feelings and Emotions</u> : recognising feelings in self and others; sharing feelings; how to	Overview of knowledge and skills <u>Healthy Lifestyles</u> : what helps keep bodies healthy; hygiene routines; simple self-care

+ We can do everything together, loving and learning through God +

	<p><u>Rights and Responsibilities:</u> Group and class rules; everybody is unique in some ways and the same in others.</p> <p><u>Environment:</u> Looking after the local environment.</p> <p><u>Black History Month:</u> lesson focus.</p> <p><u>Online safety:</u> lesson focus.</p> <p><u>Money:</u> Where money comes from; how to use money-saving and spending money.</p> <p><u>Anti Bullying Week:</u> lesson focus.</p> <p><u>Firework Safety:</u> lesson focus.</p> <p><u>Remembrance Day:</u> lesson focus.</p> <p><u>Children In Need:</u> lesson focus.</p>	<p>recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p><u>Healthy Relationships:</u> secrets and keeping safe; special people in their lives; how important friendships are in making us feel happy and secure and how people choose and make friends.</p> <p><u>Valuing Difference:</u> respecting similarities and differences in others; sharing views and ideas; the conventions of courtesy and manners.</p>	<p>techniques including the important of rest, time spent with friends and family and the benefits of hobbies and interests; the characteristics of mental and physical benefits of an active lifestyle; about safe and unsafe exposure to the sun and how to reduce the risk of sun damage including skin cancer.</p> <p><u>Growing and Changing:</u> recognising what they are good at; setting goals; change and loss and how it feels.</p> <p><u>Keeping Safe:</u> keeping safe around household products; how to ask for help if worried about something; how to ask for advice or help for themselves or others and to keep trying until they are heard; how to report concerns or abuse and the vocabulary and confidence needed to do so; where to get advice from e.g. family, school and/or other sources; know how to make a clear and efficient call to emergency services if necessary.</p>
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