## Year One 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
				s – group and class dis		
	1	Explo	oring different kinds o I	of fiction and non-fictio	on texts.	
Phonics						
	ae, ai, ay, ea, a-e	er, ir, or, ur	oo, ew, ue, u-e, o	u, ou, o	S, Z,	ue, ew, u, u-e
	ee, e, ea, y	e, ea, ai,	ie, i , y, i-e, igh	ow, u	l, ll, al , el, il, Le, ol	moon, ue,
	oe, o, ow, oa, o-e	ow, ou,	oo. u, oul ,moon, book	s, ss, st, c, ce, se sc	or, aw, a, ar , au, al	oy, oi,
		oe, ow	BOOK		air, are, ear, ere, eir, ayer, ayor	ar, a, al, au

Writing Genres	Recounts Instructions Poetry	Letters (To Father Christmas) Narrative Story Poetry	Recounts Instructions Non- chronological Reports	Letters Narrative story Advert	Biography Newspaper-poster Non-chronological reports	Newspaper-report Narrative Story Poetry
GPS Knowledge	V	Vord Level, Sentence/ T	ext structure, Punctuati	on, Terminology, Planni	ng and Drafting and Edit	ing

Maths						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Number: Place value (within 10) Counting, sorting and representing objects. Counting forwards and		Number: Place Value (within 20) Counting, sorting and representing objects. Counting forwards and backwards within 20.		Number: Multiplication and Division Counting in 2s, 5s and 10s. Making and adding equal groups. Make arrays. Sharing.		
Blocks	backwards. Finding one more, one less. Comparing numbers: greater than and less than. Using ordinal numbers; first, second third etc.		Finding one more, one less. Comparing numbers and groups of objects. Finding tens and ones.		Number: Fractions We will be finding halves and quarters of numbers and shapes.	
	Number: Addition and (within 10) Addition and subtract	umber: Addition and Subtraction /ithin 10) ddition and subtraction to 10 using umber bonds. Part-whole models and		Number: Place Value (within 50) Place Value within 50- counting forwards and backwards, representing and ordering numbers. Finding tens and ones. Counting in 2s and 5s.		<b>0</b> e, 10 less, reading and value of 2 digit ponds.
	fact families. Using nu 'real life' problems. So		Measurement – Len	gth and Height	Geometry-Position an Describing position and	

problems. Compare addition and	We will measure, compare and order	
subtraction statements.	different lengths and heights.	Measurement- Money
Geometry: Shape Recognising, naming and describing 2D	Measurement – Weight and Volume We will measure, compare and order	Recognising coins and notes. Counting coins: 1p, 2p, 5p. 10p.
and 3D shapes. Sorting 2-D and 3-D shapes and making patterns with them.	different weights and volumes. Number: Addition and Subtraction (Within 20)	<b>Measurement-Time</b> Before and after, reading dates on a calendar. Writing and comparing time. Telling the time to the hour and half hour.

Science							
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	Seasonal Change						
	Pupils should be taught to:						
	Observe changes	across the four season	S				
	Observe and desc	ribe weather associate	d with the seasons and	d how day length varies.			
	I know how to observ	e and describe changes	s across the four seaso	ons			
	I know how to observ	e and describe weathe	r associated with the s	seasons and how day leng	th varies		
	I know that it is not sa	afe to look directly at th	ne sun, even when wea	aring dark glasses.			
Topics	Animals	including humans	Everyda	y Materials	Pla	nts	
	Pupils should be taug	ht to:	Pupils should be taug	ght to:	Pupils should be taugh	t to:	
	herbivores and or and compare the of common anima reptiles, birds and pets.)	including fish, les, birds and e a variety of that are carnivores, mnivores. Describe structure of a variety als (fish, amphibians, mammals, including	<ul> <li>material from wh</li> <li>Identify and name materials, including metal, water, and</li> <li>Describe the sime of a variety of events of every and group of every day materials their simple physical know how to disting</li> </ul>	the a variety of everyday ing wood, plastic, glass, d rock. ple physical properties eryday materials. oup together a variety erials on the basis of sical properties. guish objects from	<ul> <li>Identify and name a variety of corwild and garden plants, including deciduous and evergreen trees.</li> <li>Identify and describe the basic strong a variety of common flowering including trees.</li> <li>I know how to identify and name a vacommon wild and garden plants, includeciduous and evergreen trees.</li> <li>I know how to identify and describe the structure of a variety of common flowering the structure of a variet</li></ul>		
	• Identify, name, di	raw and label the human body and say		heir properties, identify	plants, including trees.	-	

<ul> <li>which part of the body is associate with each sense.</li> <li>I know how to describe and compare observable features of animals from a range of groups.</li> <li>I know how to group animals according what they eat.</li> <li>I know how to identify and name a vari of common animals including fish, amphibians, reptiles, mammals and bir</li> <li>I know how to identify and name a vari of common animals that are carnivores herbivores and omnivores</li> <li>I know how to name and locate parts of the human body, including those relate to the senses</li> <li>I know how to describe and compare observable features of animals from a range of groups</li> <li>I know how to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>I know how to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>I know how to take care of animals tak from their habitat and understand the need to return them safely to their hor I know how to use the vocabulary and identify: head, neck, arms, elbows, legs knees, face, ears, eyes, hair, mouth and teeth.</li> </ul>	and the material from which it is made. I know how to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. I know how to describe the simple physical properties of a variety of everyday materials. I know how to compare and group together a variety of everyday materials on the basis of their simple physical properties. f d ne nes.	I know how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
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ComputingUsing TechnologyUsing TechnologyControlControlI know that there are many different technologies that we interact with in our day to day lives. UTS: To recognise common uses of information technology beyond school - mobile phones/tablets/games consolesI know thot take a picture on an iPad and a camera. UT3: To be able to make simple choices about which hardware is most appropriate technologies that we interact with in our day to day lives. UTS: phones/tablets/games consolesI know that there are many different technologies that we interact with in our day to day lives. UTS: To recognise common uses of information technology beyond school - mobile phones/tablets/games consolesI know that there are many different technologies that we interact with in our day to day lives. UTS: To be able to discuss their use of technologies that we interact with in our day to day lives. UTS: To be able to discuss their use of technology at home mobile phones, tablets, games consolesI know that there are many different technologies that we interact with in our day to day lives. UTS: To be able to discuss their use of technologies that we interact with in our day to day lives. UTS: To be able to discuss their use of technology at home mobile phones, tablets, games consolesI know that there are many different technologies that we interact with in our day to day lives. UTS: To be able to consolesI know that there are many different technologies that we interact with in our day to day lives. UTS: To be able to consolesI know that there are technologies that we interact with in our day to day liv		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
ComputingTknow how to take a picture on an itechnologies that we interact with in our day to day lives. UTS: To recognise common uses of information technology beyond school - mobile phones/tablets/games consolesI know to take a picture on an iPad and a camera. UT3: To be able to make simple choices about which hardware is most appropriate to consolesI know that a program needs an algorithm to run. PC1 DECOMPOSTION*: To begin to understand the term algorithm as a set of instructions to control or cor a program.I know that a program needs an algorithm to run. PC1 DECOMPOSTION*: To begin to understand the term algorithm as a set of instructions to control or cor a program.I know that term algorithm as a set of understand the term algorithm as a school - mobile phones/tablets/games consolesI know that there are many different technologies that we interact with in our day to day lives. UT6: To be able to discuss their use of technology at home – mobile phones, tablets, games consolesI know which icake a picture on an image the font and size. UT4: To begin to produce work using an iPad independently or consolesI know that there are many different technology at home – mobile phones, tablets, games consolesI know that there are many different technology at home – mobile phones, tablets, games consolesI know that there are many different technology at home – mobile phones, tablets, games consolesI know that there are many different technology at home – mobile phones, tablets, games consolesI know that there are many different technology at home – mobile phones, tablet			Using Technology	Using Technology	Using Technology	• •	Programming and Control
I know how to use a username and password. UT1: To begin to 	Computing		<ul> <li>many different technologies that we interact with in our day to day lives. UT5: To recognise common uses of information technology beyond school - mobile phones/tablets/games consoles</li> <li>I know that there are many different technologies that we interact with in our day to day lives. UT6: To be able to discuss their use of technology at home – mobile phones, tablets, games consoles</li> <li>I know how to use a username and password. UT1: To begin to independently access an iPad e.g. logging on and opening programs following clear instructions.</li> </ul>	I know how to take a picture on an iPad and a camera. UT3: To be able to make simple choices about which hardware is most appropriate to use and begin to explain why. Compare iPad & camera through discussion. I know which icons to press in order to change the font and size. UT4: To begin to produce work using an iPad independently or collaboratively. Purple Mash – 2Publish (English) – 'I have found out' –change colour of font, size and pictures. Online Safety OS3: To be aware	<pre>many different technologies that we interact with in our day to day lives. UT5: To recognise common uses of information technology beyond school - mobile phones/tablets/games consoles</pre> I know that there are many different technologies that we interact with in our day to day lives. UT6: To be able to discuss their use of technology at home – mobile phones, tablets, games consoles. I know how to use a username and password. UT1: To begin to independently access an iPad e.g. logging on and opening programs following clear	<ul> <li>I know that a program needs an algorithm to run. PC1 DECOMPOSTION*: To begin to understand the term algorithm as a set of instructions to control or command a program.</li> <li>The above objective will be covered by completing the following compulsory projects:</li> <li>1) PC1a: Program a Bluetooth Beebot (a blubot) to follow a simple command.</li> <li>Using Technology</li> <li>I know how to take a picture on an iPad and a camera. UT3: To be able to make simple choices about which</li> </ul>	I know that a program needs an algorithm to run. PC1 DECOMPOSTION*: To begin to understand the term algorithm as a set of instructions to control or command a program. The above objective will be covered by completing the following compulsory projects: 2) PC1b: Supplement this learning with the Purple Mash '2Go challenges' and iPad app 'Daisy The Dinosaur'. Online Safety OS3: To be aware that people online may not be who they say they are. To demonstrate an

	may not be who	Purple Mash	appropriate to use	Online safety when
I can use space, enter,	they say they are.		and begin to explain	communicating
full stop key on a	To demonstrate an	I can use space, enter,	why. Compare iPad	online. Ensure that
keyboard. UT2: To	age-related	full stop key on a	& camera through	this is appropriate to
understand the	understanding of	keyboard.	discussion.	your class e.g. only
(space, enter, full	online safety when	UT2: To understand		video chat when an
stop) keys on an iPad	communicating	the (space, enter, full	I know which icons	adult is around.
keyboard.	online. Ensure that	stop) keys on an iPad	to press in order to	
	this is appropriate	keyboard.	change the font and	
Online Safety	to your class e.g.		size.	
	only video chat	Online Safety	UT4: To begin to	
OS1: To be able to use	when an adult is	OS1: To be able to use	produce work using	
technology safely and	around.	technology safely and	an iPad	
respectfully, knowing		respectfully, knowing	independently or	
which personal		which personal	collaboratively.	
information should be		information should be	Purple Mash –	
kept private		kept private.	2Publish (English) – 'I	
			have found out' –	
		OS2: To understand	change colour of	
		that the internet can	font, size and	
		be used for unkind	pictures	
		purposes and know		
		who to tell or what to		
		do if they see		
		something upsetting		
		online – tell a trusted		
		adult or discontinue		
		use		

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History	Living Memory		Castles		Explorers	
	Substantive Knowledge		Substantive Knowledge		Substantive Knowledge	

Understand current	Understand how	Know that life was
methods of	castles were used to	different in the past
transportation.	defend areas	to today.
List technology and	Understand how	
ways of	they were built and	Understand the
communicating.	structured.	impact of the moon
		landing on the world.
Understand the	Understand roles of	Understand that
role of the	lords, squires, cooks,	Mae Jemison was
monarchy.	jesters and	the first black
Understand who	peasants.	woman in space.
King Charles is and		·
why he rules the	Understand how	Know that significant
Country.	castles were used to	individuals changed
	defend areas.	the world
Understand current	Understand how	
methods of	they were built and	Understand that
transportation from	structured.	Christopher
recent history.	Understand how	Columbus
List technology and	weapons were used	discovered the
ways of	to defend castles.	Americas by mistake
communicating		whilst looking for
from recent history.	Understand that	China.
Understand that	different castles had	Understand that
King George VI	different purposes	Christopher
ruled Britain.	and the architecture	Columbus was a
Understand current	differs.	skilled sailor.
methods of	Know that different	Know that his
transportation from	styles of castles	exploration had a
recent history.	were built in	negative impact on
List technology and	different periods of	the indigenous
ways of	history.	population.
communicating		
from recent history.	Understand that	
Understand that	Tonbridge Castle	Explorers: End Point
Queen Elizabeth II	was a Motte and	
ruled Britain.	Bailey Castle.	

Living N	1emory: End	Know that it was	Understand how	
Point		built by Richard	significant	
		FitzGilbert.	individuals changed	
Underst	and	Understand how the	the world,	
changes	s in the	structure of the	understand that	
British n	nonarchy,	castle kept the	people in the past	
transpo	rtation and	community safe.	knew less about the	
technol	ogy over	Castles: End Point	world than we do	
the last	100 years.		today.	
		Understand the		
Disciplin	nary	purpose of a castle,	Disciplinary	
Knowle	dge	people who lived in	Knowledge	
Use con	nmon words	castles and their	Explorers:	
and phr	ases	communities, that		
relating	to the	Richard FitzGilbert	Understand that	
passing	of time.	built Tonbridge	historians ask	
Underst	and a basic	Castle.	questions.	
timeline	2.		Know that historians	
Plot key	events in	Disciplinary	use artefacts as	
the orde	er that they	Knowledge	sources of evidence	
happen		Compare and	about the past.	
Ask and	answer	contrast different	Understand some of	
question	ns.	types of castles.	the ways in which we	
		Identify similarities	find out about the	
Know w	here the	and differences	past and identify	
	and events	between ways of life	different ways in	
they stu		in different period.	which it is	
within a			represented.	
chronol	5	Castles: End Point		
framew			Know where the	
Underst		Ask and answer	people and events	
timeline	2.	questions	they study fit within	
			a chronological	
	<u>1emory: End</u>		framework.	
<u>Point.</u>				

Identify similarities and differences between ways of life in different	Compare and contrast significant people.	
periods.	Explorers: End Point	
	Know where the people and events they study fit within	
	a chronological framework.	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Weather Patterns		Around the World		Life in the City
		Human and		Locational		Locational
		Physical		Knowledge:		Knowledge:
		Geography:		I know that:		I can match some
		I can identify		France is a country in		capital cities with
		differences		Europe.		their country.
		between seasonal		China is a country in		I know that: London
		and daily weather		Asia.		is the capital city of
		patterns, and		Australia is the name		the UK.
Geography		observe and		of both a country and		Edinburgh is the
Geography		describe daily		a continent.		capital city of
		weather patterns.		Kenya is a country in		Scotland.
		I can describe how		Africa.		Cape Town is one of
		daily weather		The USA is a country		the capital cities of
		patterns change		in North America.		South Africa.
		over time, and how		Brazil is a country in		
		weather may be		South America. There		Place Knowledge:
		different in inland/		are no countries in		I can identify
		coastal areas.		Antarctica.		similarities and
		I can identify ways				differences in the
		in which we learn		Human and Physical		human and physical
		about the weather,		Geography:		features of

then make	I can identify and	Edinburgh and Cape
predictions about	describe some key	Town.
the weather which	human and physical	
are helpful.	features of countries	Human and Physical
I can begin to find	in each of the	Geography:
out about ways in	continents.	I know that:
which the weather	I can use words such	A city is larger than a
during each season	as city, beach,	town or village. Each
in equatorial and	mountain and lake to	country has a capital
polar regions	describe features of a	city.
differs from the	place. I know that	A capital city is
weather in the	some countries are	where the
United Kingdom.	hot countries and	government runs the
I can learn more	some countries are	country from.
about the way	cold countries.	I can list some
seasonal weather in		human and physical
an equatorial	Geographical Skills	features you might
region is different	and Fieldwork:	find in a city.
to the weather in	I can identify the UK	
the UK. I can learn	and France on a map	Geographical Skills
more about the	of Europe.	and Fieldwork:
way seasonal	I know that the lines	Life in the City
weather in a polar	within a map denote	I can:
region is different	country borders.	Use aerial photos to
to the weather in	I can locate the seven	identify human and
the United	continents on a world	physical features in
Kingdom.	map.	capital cities.
I can show what		Locate Edinburgh
has been learned		and Cape Town on a
and understood		world map.
about weather		Identify human and
patterns in the		physical features on
United Kingdom		a map of a city.
and in places near		Create a key for a
the poles and		map.
equator.		Use simple compass
		directions and

			directional language to move around a map.
			map.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Spirals-	Simple Print making	Playful Making	Paint, Texture, Colour	Making Birds	Inspired by Flora and Fauna
	Drawing and Sketchbooks	Print, Collage and Colour	Working in 3 Dimensions	Painting	Working in 3 Dimensions	Collaboration and Community
	Drawing, Collage, Sketchbooks	Printmaking, Collage, Drawing	Sculpture, Drawing	Pupils become familiar with what watercolour can do.	Sculpture, Drawing, Collage	Drawing, Collage, Sketchbooks
Art	Pupils become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials. Pupils discover an artist and will demonstrate their understanding of the artist's work by responding through a making challenge and peer discussion.	Pupils use their hands and feet to explore printing patterns using their bodies. Pupils are introduced to primary paint colours and will demonstrate an understanding of how they can create a 'print' using controlled pressure and paint amounts. Pupils	Pupils become familiar with the term 'sculpture'. Pupils are introduced to the idea that sculptures are made by sculptors. They are involved in discussion about the work with their peers. Pupils create drawings inspired by the sculptures that they have seen.	watercolour can do. They use both primary colours and secondary colours in their exploration, experimenting with accidental and purposeful colour mixing. Pupils be introduced to the following techniques: wash, wet on dry, wet on wet, and mark making. Pupils share their responses to the work of artists Paul Klee and Emma Burleigh.	Pupils become familiar with using film as a source to create observational drawings of birds. Pupils look carefully and slowly as they draw, creating a range of different marks and line using B pencils, handwriting pens and pastels. Pupils create drawings of feathers working from real life. They will recall	Pupils become familiar with the work of artists who are inspired by flora and fauna. Pupils think about and articulate what they think about the work in discussion and in sketchbooks. Pupils have the opportunity to choose their favourite piece of art and make studies of it, enabling them to begin building a collection of

Pupils consolidate	have time to	Pupils respond to	They express their	the mark making that	experiences relating
their understanding	experiment with	prompts through	thoughts and feelings	they have used	to line, mark making
of how they can	line, shape and	making and	verbally in response	throughout the year	and colour.
make spiral	colour to create	constructing	to questions during	and will continue to	
drawings using their	drawings over the	materials. They	class discussion.	explore new ways of	Pupils spend time
whole bodies by	top of their prints.	demonstrate that	Pupils also use their	making marks. Pupils	engaged in close
making "snail		they can	sketchbooks to	work in sketchbooks	looking and drawing
drawings". Pupils	Pupils collect	experiment with	process the	or on large pieces of	to communicate
push exploration of	textured objects	materials without	information in a visual	paper to experiment	what they can see
different qualities of	which they will take	having a	way and make it their	with how paper size	verbally and visually.
line, colour	rubbings from,	predefined	own.	changes the nature	Pupils develop their
blending, and mark	using materials	outcome. Children		of mark making.	seeing and drawing
making using chalk	such as wax	find out how they	Pupils work in large	Pupils demonstrate	skills using a hand-
and oil pastels.	crayons or pencil	might attach more	scale to continue their	that they can create	writing pen and
	crayons. Pupils	than one material	exploration of the	marks with a range	experimenting with
Pupils become	work in	together to	marks that can be	of materials and have	scale in sketchbooks.
familiar with what a	sketchbooks or on	construct new	made with	made conscious	
sketchbook can be	large sheets to	forms through trial	watercolour. Pupils	choices about which	Pupils develop their
used for. They will	create	and error.	use their imaginations	materials they want	looking and drawing
make or personalise	compositions with		to identify the stories	to use.	skills and will
their own	their rubbings.	Pupils apply what	emerging in their		introduce the use of
sketchbooks,		they found out	paintings. Pupils work	Pupils demonstrate	colour and a variety
demonstrating that	Pupils are	about the	into their dry	that they can	of materials into
they have	introduced to 'relief	properties of	paintings using pen,	intuitively transform	their drawings. Pupils
ownership of their	printing'. They	materials during	pencils and crayons to	paper to create 3d	demonstrate an
sketchbook and	demonstrate their	lesson 2 and push	build upon their	forms by tearing,	ability to explore
understand that it is	understanding of	their exploration	paintings and to see	crumpling, and	with new materials
a platform for	the relationship	further by	how the materials	collaging. Pupils	(oil pastel and
personal creative	between a plate	responding to the	react on watercolour.	demonstrate this by	chunky graphite),
risk taking.	and a print through	selected brief.		either making	and will adapt to the
	making either	Using their		rubbings, turning	new materials by
Pupils become	impressions in	imaginations and		paper into feathers	working in large
familiar with the	plasticine or	hands, pupils will		or manipulating	scale.
idea that they can	creating a deep	manipulate, build		paper 2d into 3d. In	
make drawings	recess in foam	and invent		each of the activities,	Pupils spend time
through	board. Pupils	sculptures.		pupils will explore	practising cutting and
observation. Pupils	demonstrate their	Sketchbooks are		and invent to	collage skills to

show an understanding of what a continuous line drawing is and have had the opportunity to experiment with scale, line and materials. Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion. Molly Haslund.	understanding of using controlled pressure and paint amounts to create a print. Pupils have the opportunity to demonstrate an understanding of 'repeat pattern/repetition' using collage. Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer discussion.	used to record their findings. Pupils reflect on their sculptures over the half term, sharing what they like and what they would like to try again through peer discussion. Pupils identify what they learnt about different materials. They may photograph their work and stick photos into their sketchbooks. Christo & Jeanne- Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett	Pupils reflect on their work over the half term, sharing what they like and what they would like to try again through peer discussion. Paul Klee, Emma Burleigh	develop their making and creativity skills. Pupils engage with artists work to think about and articulate what it is they think of the artwork in their sketchbooks or in class discussion. They draw upon the skills learnt in week 1, 2 & 3 to make choices about materials and structures to create their own sculptures of birds. Pupils demonstrate an understanding of how to make things balance through exploration and play. Pupils collaborate to create a flock of birds using their individual sculptures. Pupils engage in class discussion about their individual and collective work	explore shape and colour to build images. Pupils will demonstrate an ability to make choices about shape, colour, and composition by inventing their own unique minibeast. Pupils communicate their thoughts and feelings about the work of artist Eric Carle in a class discussion. Pupils display the work they have created in sketchbooks and on paper, and demonstrate an ability to reflect on what they like and what they would like to try again through peer discussion. Eric Carle, Joseph Redoute, Jan Van Kessel
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Moving Minibeasts		Stable Structures		Eat more Fruit and Vegetables	
D&T	Design		Design		Design	
	Have own ideas		Have own ideas.		Have own ideas	

	Eveloie what I want to do	Evelain what I want to do
Explain what I want to do	Explain what I want to do .	Explain what I want to do
Explain what my product is for, and how it	Explain what my product is for, and how it	Explain what my product is for, and how it
will work	will work.	will work
Use pictures and words to plan, begin to	Use pictures and words to plan, begin to use	Use pictures and words to plan, begin to use
use models	models.	models
Design a product for myself following	Design a product for myself following design	Design a product for myself following design
design criteria	criteria.	criteria
Research similar existing products.	Research similar existing products.	Research similar existing products.
Make	Make	Make
Select from and use a range of tools and	Select from and use a range of tools and	Select from and use a range of tools and
equipment to perform practical tasks [for	equipment to perform practical tasks [for	equipment to perform practical tasks [for
example, cutting, shaping, joining and	example, cutting, shaping, joining and	example, cutting, shaping, joining and
finishing].	finishing].	finishing].
Select from and use a wide range of	Select from and use a wide range of	Select from and use a wide range of materials
materials and components, including	materials and components, including	and components, including construction
construction materials, textiles and	construction materials, textiles and	materials, textiles and ingredients, according
ingredients, according to their	ingredients, according to their	to their characteristics.
characteristics.	characteristics.	
		Explain what I'm making and why.
Explain what I'm making and why	Explain what I'm making and why	Consider what I need to do next.
Consider what I need to do next.	Consider what I need to do next.	Select tools/equipment to cut, shape, join,
Select tools/equipment to cut, shape, join,	Select tools/equipment to cut, shape, join,	finish and explain choices.
finish and explain choices.	finish and explain choices.	Measure, mark out, cut and shape, with
Measure, mark out, cut and shape, with	Measure, mark out, cut and shape, with	support.
support.	support.	Choose suitable materials and explain choices
Choose suitable materials and explain	Choose suitable materials and explain	try to use finishing techniques to make
choices.	choices.	product look good.
Try to use finishing techniques to make	Try to use finishing techniques to make	Work in a safe and hygienic manner.
product look good.	product look good.	
Work in a safe and hygienic manner.	Work in a safe and hygienic manner.	Evaluate
		Explore and
Evaluate	Evaluate	evaluate a range of existing products.
Explore and	Explore and	Evaluate their ideas and products against
evaluate a range of existing products.	evaluate a range of existing products.	design criteria.

Evaluate their ideas and products against	Evaluate their ideas and products against	Talk about my work, linking it to what I was
design criteria.	design criteria.	asked to do.
Talk about my work, linking it to what I	Talk about my work, linking it to what I was	Talk about existing products considering: use,
was asked to do.	asked to do.	materials, how they work, audience, where
Talk about existing products considering:	Talk about existing products considering:	they might be used.
use, materials, how they work, audience,	use, materials, how they work, audience,	Talk about existing products, and say what is
where they might be used.	where they might be used.	and isn't good.
Talk about existing products, and say what	Talk about existing products, and say what is	Talk about things that other people have
is and isn't good.	and isn't good.	made.
Talk about things that other people have	Talk about things that other people have	Begin to talk about what could make product
made.	made.	better.
Begin to talk about what could make	Begin to talk about what could make	
product better.	product better.	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	Our Wonderful World To identify things that make our world special. To explore the Jewish, Christian and Islamic creation stories. To explore the Hindu creation story. To explore different accounts of the creation of the sky and Heaven. To explore different accounts of the creation of plants.	Why do Christians give gifts at Christmas? To discuss their experiences of giving and receiving presents. To find out about the story of Jesus' birth. To think about a gift a Christian might give to baby Jesus. To think about presents that can be given that you can't see.	Special Books To share special books. To find out which books are special for different religions. To find out about the special book for Jewish people (Torah). To find out about the special book for Christian people (Bible). To find out about the	What did Jesus teach us? To find out about the life of Jesus. To find out about the parable of the lost son. To find out about the parable of the good Samaritan. To find out what Jesus taught at the Sermon on the Mount. To explore what we can learn from the actions of Jesus. To summarise what Jesus taught people.	What do Hindus celebrate? To find out what Hindus believe. To find out about special occasions in a Hindu childhood. To find out what happens at a Hindu wedding. To find out about the Hindu festival of Divali. To find out about the Hindu festival of Raksha Bandhan. To find out about the Hindu festival of Ganesh Chaturthi.	What do Muslims celebrate? To find out about the Islamic New Year. To find out about the Day of Ashura. To find out about Mawlid al-Nabi. To find out about Ramadan. To find out Eid al-Fitr. To find out Eid al-Fitr. To find out about the Hajj.

To explore different religious accounts of how animals and people were created.	To explore the Christian belief that Jesus is God's gift to the world.	special book for Muslim people (Qur'an).		

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
PSHE	To describe different feelings and how they can make our bodies feel. I can name different feelings and how they might make me behave. To know some strategies of dealing with 'not so good' feelings. I can suggest ways of dealing with 'not so good' feelings and how to help others. To understand how	To know the key differences between teasing, being unkind and bullying. I can say ways in which people are similar as well as different. To recognise that everyone is different and will have different thoughts and ideas. I can say why things sometimes seem unfair, even if they are not to me. To celebrate and	To know that our bodies need healthy foods, exercise, oxygen and sleep for energy. I can talk about the things my body needs to stay well (exercise, sleep, healthy foods). To recognise emotions and physical feelings associated with feeling unsafe. I can say what I can do if I have strong, but not so good feelings, to help me stay safe.	To identify ways of taking care of their health. I can wash my hands correctly. To identify how others take care of their environment. I can name ways to look after my home and school. To take care of something or someone else. I can look after a special person or thing. To talk about the importance of looking	To recognise how a healthy variety of food can make us feel great. I can choose a healthy meal with different food groups. To recognise that learning a new skill requires practice and the opportunity to fail, safely. I can be persistent when learning a new skill. I can name a few different ideas of what I can do if I find something difficult.	To think of what babies need to stay happy and healthy. I can tell you some things that babies need. To identify the changes they have made since they were a baby. I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do. To identify the difference between a surprise and a secret.
	our actions can hurt	begin to show		after money.		To identify who they

the feelings of	empathy for those	To learn the PANTS	I can tell you some	To identify strategies	can talk to about
others.	who are different.	rule and which	things that money is	to resolve conflict.	
• • • • • •			•		secrets.
I can recognise	I can talk about	parts of my body	spent on.	I can help my friends	I can talk about how
when I need help	what bullying is.	are private.		when they fall out.	safe secrets and
and who to ask.		I can say 'no' to	To learn what to do		surprises make me
	To identify those	unwanted touch	when someone is	To give and receive	feel and who to talk
To recognise the	who are special to	and ask for help	injured.	praise.	to if I am worried.
special qualities in	them (and their	from a trusted	I can get help if	I can explain why	
family and friends.	special qualities).	adult.	someone has hurt	praise helps me to	To identify some
I can listen to others	I can say ways to		themselves.	keep trying.	internal organs and
and wait my turn to	show kindness	To understand that			systems and those
speak.	towards others.	medicines can			body parts which are
		sometimes make			private.
To know which	To identify ways in	people feel better			I can name the body
special people keep	which we can show	when they're ill.			parts girls and boys
us safe and how.	kindness towards	I can say when			have that are the
I can tell you which	others and how	medicines can be			same and which
trusted adults at	that makes them	helpful or might be			body parts are
home and school	feel.	harmful.			different.
keep me safe.					
		To talk about safety			To identify the
		and responsibility			trusted people who
		around medicines.			have helped them
		I can tell you how			grow, they can talk to
		to stay safe around			if they are worried or
		medicine.			about their private
					parts.
					I can name the adults
					I can talk to at home
					and school if I need
					help.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PE	Invasion Games	Gymnastics	Dance	ΟΑΑ	Net and wall Such as:	Striking and Fielding

Develop basic movements	To develop balance, agility and	To perform dances	Can work with others to solve simple	Tennis Squash	Throwing and Catching
including running,	coordination.	using simple	problems such as get	Badminton	0
jumping, throwing		movement	in height order.	Volleyball	Master basic
and catching.	Explore basic	patterns.			movements including
	gymnastics shapes		Can work as part of a	Master basic	running, jumping,
Can dribble a ball	using different	Use basic actions	team form shapes	movements including	throwing and
using a range of body parts.	actions.	using changes in speed and	together.	running, jumping, throwing and	catching.
	Perform using	directions,	Co-operate with	catching.	Can demonstrate
Can pass a ball	changes in speed	including travelling,	others in simple	0	how to retrieve a
accurately using a	and directions,	jumping, balancing	challenges such as	Can demonstrate	moving ball.
range of body parts.	including travelling,	and spinning.	travelling in a chain,	control of a racket	Can demonstrate the
	rolling, jumping and		or sending a hoop	when balancing	correct grip and
Can receive a ball	climbing.		around our team	objects on it.	stance with a range
using a range of		Copy and	without breaking		of equipment.
body parts.	Explore travelling	remember a short	arms.	Can demonstrate the	
	over apparatus	sequence of		correct technique	Can demonstrate an
Can shoot at a	with control and	actions.		when holding a	understanding of
target using rolling	strength.			racket.	how to stay safe
and kicking.					when others are
	Show awareness of			Can use a backhand	using striking
	space, apparatus			technique to push a	equipment.
	and the actions of			stationary ball along	
	others.			the floor.	Can pick up and
					throw a stationary
	Link and repeat			Can use a forehand	ball in one
	basic actions /			technique to push a	movement.
	shapes to copy or			stationary ball along	
	create and perform			the floor.	Can strike a ball
	movement phrases				accurately along the
	with a beginning,			Can send a ball over	floor.
	middle and end.			a net using suitable	Con uso on undergree
	Pogin to chow			body parts.	Can use an underarm
	Begin to show				technique.
	strength and				
	control when				

	performing shapes and actions.		Can use an overarm technique.
			Can <b>throw</b> a variety of different size and weight balls using a range of styles.
			Can catch a variety of different size and weight balls.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Introducing Beat	Adding Rhythm and Pitch	Introducing Tempo and Dynamics	Combining Pulse, Rhythm and Pitch	Having fun with Improvisation	Explore Sound and create a story.
	Singing Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory.	Singing Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory.	Singing Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory.	<b>Singing</b> Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory.	<b>Singing</b> Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory.	<b>Singing</b> Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory.
Music	Sing collectively (in unison) and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.	Sing collectively (in unison) and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.	Sing collectively (in unison) and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.	Sing collectively (in unison) and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.	Sing collectively (in unison) and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.	Sing collectively (in unison) and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.

Sing simple songs			Sing simple songs with	Sing simple songs	Sing simple songs
with a very small	Sing simple songs	Sing simple songs	a very small range, mi-	with a very small	with a very small
range, mi-so	with a very small	with a very small	so (Cuckoo interval	range, mi-so (Cuckoo	range, mi-so (Cuckoo
(Cuckoo interval e.g.	range, mi-so	range, mi-so	e.g. Hello, How are	interval e.g. Hello,	interval e.g. Hello,
Hello, How are	(Cuckoo interval	(Cuckoo interval	You), then progress to	How are You), then	How are You), then
You?), then	e.g. Hello, How are	e.g. Hello, How are	slightly wider intervals	progress to slightly	progress to slightly
progress to slightly	You), then progress	You), then progress	(e.g. Bounce High,	wider intervals (e.g.	wider intervals (e.g.
wider intervals (e.g.	to slightly wider	to slightly wider	Bounce Low).	Bounce High, Bounce	Bounce High, Bounce
Bounce High,	intervals (e.g.	intervals (e.g.		Low).	Low).
Bounce Low).	Bounce High,	Bounce High,	Copy back intervals of		
	Bounce Low).	Bounce Low).	an octave and fifth	Copy back intervals	Copy back intervals
Copy back intervals			(high, low).	of an octave and fifth	of an octave and fifth
of an octave and	Copy back intervals	Copy back intervals	Sing pentatonic songs	(high, low).	(high, low).
fifth (high, low).	of an octave and	of an octave and	(e.g. Dr	Sing pentatonic	Sing pentatonic
Sing pentatonic	fifth (high, low).	fifth (high, low).	Knickerbocker).	songs (e.g. Dr	songs (e.g. Dr
songs (e.g. Dr	Sing pentatonic	Sing pentatonic		Knickerbocker).	Knickerbocker).
Knickerbocker).	songs (e.g. Dr	songs (e.g. Dr	Sing a wide range of		
	Knickerbocker).	Knickerbocker).	call and response	Sing a wide range of	Sing a wide range of
Sing a wide range of			songs (e.g. Pretty	call and response	call and response
call and response	Sing a wide range	Sing a wide range	Trees Around the	songs (e.g. Pretty	songs (e.g. Pretty
songs (e.g. Pretty	of call and response	of call and	World from Rhythms	Trees Around the	Trees Around the
Trees Around the	songs (e.g. Pretty	response songs	of Childhood), to	World from Rhythms	World from Rhythms
World from	Trees Around the	(e.g. Pretty Trees	control vocal pitch	of Childhood), to	of Childhood), to
Rhythms of	World from	Around the World	and to match the	control vocal pitch	control vocal pitch
Childhood), to	Rhythms of	from Rhythms of	pitch they hear with	and to match the	and to match the
control vocal pitch	Childhood), to	Childhood), to	accuracy.	pitch they hear with	pitch they hear with
and to match the	control vocal pitch	control vocal pitch		accuracy.	accuracy.
pitch they hear with	and to match the	and to match the	Demonstrate good		
accuracy.	pitch they hear	pitch they hear	singing posture.	Demonstrate good	Demonstrate good
	with accuracy.	with accuracy.		singing posture.	singing posture.
Demonstrate good			Listening		
singing posture.	Demonstrate good	Demonstrate good	Listen to certain	Listening	Listening
	singing posture.	singing posture.	pieces of music and	Listen to certain	Listen to certain
Listening			describe some of the	pieces of music and	pieces of music and
Listen to certain	Listening	Listening	pictures and images	describe some of the	describe some of the
pieces of music and	Listen to certain	Listen to certain	they create in their	pictures and images	pictures and images
describe some of	pieces of music and	pieces of music and	imagination.		

the pictures and	describe some of	describe some of	Join in with the steady	they create in their	they create in their
images they create	the pictures and	the pictures and	beat	imagination.	imagination.
in their imagination.	images they create	images they create		Join in with the	Join in with the
Join in with the	in their	in their	Describe tempo as	steady beat	steady beat
steady beat.	imagination.	imagination.	fast or slow.	,	,
,	Join in with the	Join in with the		Describe tempo as	Describe tempo as
Describe tempo as	steady beat.	steady beat	Describe dynamics as	fast or slow.	fast or slow.
fast or slow.	•	·	loud and quiet.		
	Describe tempo as	Describe tempo as		Describe dynamics as	Describe dynamics as
Describe dynamics	fast or slow.	fast or slow.	Join in with sections	loud and quiet.	loud and quiet.
as loud and quiet.			of the song eg. call		
	Describe dynamics	Describe dynamics	and response.	Join in with sections	Join in with sections
Join in with sections	as loud and quiet.	as loud and quiet.		of the song eg. call	of the song eg. call
of the song eg. call			Begin to understand	and response.	and response.
and response.	Join in with	Join in with	about different styles		
	sections of the song	sections of the	of music.	Begin to understand	Begin to understand
Begin to understand	eg. call and	song eg. call and		about different styles	about different styles
about different	response.	response.	Recognise the sounds	of music.	of music.
styles of music.			of different		
	Begin to	Begin to	instruments and begin	Recognise the sounds	Recognise the sounds
Recognise the	understand about	understand about	to name some of the	of different	of different
sounds of different	different styles of	different styles of	instruments that they	instruments and	instruments and
instruments and	music.	music.	can hear.	begin to name some	begin to name some
begin to name some				of the instruments	of the instruments
of the instruments	Recognise the	Recognise the	Develop shared	that they can hear.	that they can hear.
that they can hear.	sounds of different	sounds of different	knowledge and		
	instruments and	instruments and	understanding of the	Develop shared	Develop shared
Develop shared	begin to name	begin to name	stories, traditions and	knowledge and	knowledge and
knowledge and	some of the	some of the	social context of the	understanding of the	understanding of the
understanding of	instruments that	instruments that	music they are	stories, traditions	stories, traditions
the stories,	they can hear.	they can hear.	listening to, singing	and social context of	and social context of
traditions and social			and playing.	the music they are	the music they are
context of the music	Develop shared	Develop shared		listening to, singing	listening to, singing
they are listening	knowledge and	knowledge and	Listen to recorded	and playing.	and playing.
to, singing and	understanding of	understanding of	performances and		
playing.	the stories,	the stories,	experience live music	Listen to recorded	Listen to recorded
	traditions and	traditions and	making in school.	performances and	performances and

Listen to recorded	social context of	social context of		experience live music	experience live music
performances and	the music they are	the music they are	Composing	making in school.	making in school.
experience live	listening to, singing	listening to, singing	Improvise simple		
music making in	and playing.	and playing.	vocal chants, using	Composing	Composing
school.			question and answer	Improvise simple	Improvise simple
	Listen to recorded	Listen to recorded	phrases.	vocal chants, using	vocal chants, using
Composing	performances and	performances and		question and answer	question and answer
Improvise simple	experience live	experience live	Create musical sound	phrases.	phrases.
vocal chants, using	music making in	music making in	effects and short		
question and	school.	school.	sequences of sounds	Create musical sound	Create musical sound
answer phrases.			in response to stimuli,	effects and short	effects and short
Create musical	Composing	Composing	e.g. a rainstorm or a	sequences of sounds	sequences of sounds
sound effects and	Improvise simple	Improvise simple	train journey.	in response to	in response to
short sequences of	vocal chants, using	vocal chants, using		stimuli, e.g. a	stimuli, e.g. a
sounds in response	question and	question and	Combine sounds to	rainstorm or a train	rainstorm or a train
to stimuli, e.g. a	answer phrases.	answer phrases.	make a story,	journey.	journey.
rainstorm or a train			choosing and playing		
journey.	Create musical	Create musical	classroom	Combine sounds to	Combine sounds to
	sound effects and	sound effects and	instruments (e.g.	make a story,	make a story,
Combine sounds to	short sequences of	short sequences of	rainmaker) or sound-	choosing and playing	choosing and playing
make a story,	sounds in response	sounds in response	makers (e.g. rustling	classroom	classroom
choosing and	to stimuli, e.g. a	to stimuli, e.g. a	leaves).	instruments (e.g.	instruments (e.g.
playing classroom	rainstorm or a train	rainstorm or a train		rainmaker) or sound-	rainmaker) or sound-
instruments (e.g.	journey.	journey.	Understand the	makers (e.g. rustling	makers (e.g. rustling
rainmaker) or			difference between	leaves).	leaves).
sound-makers (e.g.	Combine sounds to	Combine sounds to	creating a rhythm		
rustling leaves).	make a story,	make a story,	pattern and a pitch	Understand the	Understand the
	choosing and	choosing and	pattern.	difference between	difference between
Understand the	playing classroom	playing classroom		creating a rhythm	creating a rhythm
difference between	instruments (e.g.	instruments (e.g.	Invent, retain and	pattern and a pitch	pattern and a pitch
creating a rhythm	rainmaker) or	rainmaker) or	recall rhythm and	pattern.	pattern.
pattern and a pitch	sound-makers (e.g.	sound-makers (e.g.	pitch patterns and		
pattern.	rustling leaves).	rustling leaves).	perform these for	Invent, retain and	Invent, retain and
			others, taking turns.	recall rhythm and	recall rhythm and
Invent, retain and	Understand the	Understand the		pitch patterns and	pitch patterns and
recall rhythm and	difference between	difference between	Recognise how	perform these for	perform these for
pitch patterns and	creating a rhythm	creating a rhythm	graphic notation can	others, taking turns.	others, taking turns.

perform these for	pattern and a pitch	pattern and a pitch	represent created		
others, taking turns.	pattern.	pattern.	sounds. Explore and	Recognise how	Recognise how
			invent own symbols.	graphic notation can	graphic notation can
Recognise how	Invent, retain and	Invent, retain and		represent created	represent created
graphic notation	recall rhythm and	recall rhythm and	Musicianship	sounds. Explore and	sounds. Explore and
can represent	pitch patterns and	pitch patterns and	(Performing)	invent own symbols.	invent own symbols.
created sounds.	perform these for	perform these for			
Explore and invent	others, taking	others, taking	Pulse/Beat	Musicianship	Musicianship
own symbols.	turns.	turns.	Walk, move or clap a	(Performing)	(Performing)
			steady beat with		
Musicianship	Recognise how	Recognise how	others, changing the	Pulse/Beat	Pulse/Beat
(Performing)	graphic notation	graphic notation	speed of the beat as	Walk, move or clap a	Walk, move or clap a
	can represent	can represent	the tempo of the	steady beat with	steady beat with
Pulse/Beat	created sounds.	created sounds.	music changes.	others, changing the	others, changing the
Walk, move or clap	Explore and invent	Explore and invent		speed of the beat as	speed of the beat as
a steady beat with	own symbols.	own symbols.	Use body percussion	the tempo of the	the tempo of the
others, changing the			and classroom	music changes.	music changes.
speed of the beat as	Musicianship	Musicianship	percussion to play		
the tempo of the	(Performing)	(Performing)	repeated rhythm	Use body percussion	Use body percussion
music changes.			patterns (ostinati) and	and classroom	and classroom
	Pulse/Beat	Pulse/Beat	short, pitched	percussion to play	percussion to play
Use body	Walk, move or clap	Walk, move or clap	patterns on tuned	repeated rhythm	repeated rhythm
percussion and	a steady beat with	a steady beat with	instruments to	patterns (ostinati)	patterns (ostinati)
classroom	others, changing	others, changing	maintain a steady	and short, pitched	and short, pitched
percussion to play	the speed of the	the speed of the	beat.	patterns on tuned	patterns on tuned
repeated rhythm	beat as the tempo	beat as the tempo	Descendent the soules	instruments to	instruments to
patterns (ostinati)	of the music	of the music	Respond to the pulse in recorded/live music	maintain a steady beat.	maintain a steady beat.
and short, pitched	changes.	changes.	through movement	beat.	Deal.
patterns on tuned instruments to	Use body	Use body	and dance.	Respond to the pulse	Respond to the pulse
maintain a steady	percussion and	percussion and		in recorded/live	in recorded/live
beat.	classroom	classroom	Rhythm	music through	music through
Scal.	percussion to play	percussion to play	Perform short copycat	movement and	movement and
Respond to the	repeated rhythm	repeated rhythm	rhythm patterns	dance.	dance.
pulse in	patterns (ostinati)	patterns (ostinati)	accurately, led by the		Gunee.
recorded/live music	and short, pitched	and short, pitched	teacher.	Rhythm	Rhythm
	patterns on tuned	patterns on tuned			
	patterns on tanea	patterns on tanea			

through movement	instruments to	instruments to	Perform short	Perform short	Perform short
and dance.	maintain a steady	maintain a steady	repeating rhythm	copycat rhythm	copycat rhythm
	beat.	beat.	patterns (ostinati)	patterns accurately,	patterns accurately,
Rhythm			while keeping in time	led by the teacher.	led by the teacher.
Perform short	Respond to the	Respond to the	with a steady beat.		
copycat rhythm	pulse in	pulse in		Perform short	Perform short
patterns accurately,	recorded/live music	recorded/live	Perform word-pattern	repeating rhythm	repeating rhythm
led by the teacher.	through movement	music through	chants (e.g. ca-ter-pil-	patterns (ostinati)	patterns (ostinati)
	and dance.	movement and	lar crawl, fish and	while keeping in time	while keeping in time
Perform short		dance.	chips); create, retain	with a steady beat.	with a steady beat.
repeating rhythm	Rhythm		and perform their		
patterns (ostinati)	Perform short	Rhythm	own rhythm patterns.	Perform word-	Perform word-
while keeping in	copycat rhythm	Perform short		pattern chants (e.g.	pattern chants (e.g.
time with a steady	patterns accurately,	copycat rhythm	Pitch	ca-ter-pil-lar crawl,	ca-ter-pil-lar crawl,
beat.	led by the teacher.	patterns	Listen to sounds in the	fish and chips);	fish and chips);
		accurately, led by	local school	create, retain and	create, retain and
Perform word-	Perform short	the teacher.	environment,	perform their own	perform their own
pattern chants (e.g.	repeating rhythm		comparing high and	rhythm patterns.	rhythm patterns.
ca-ter-pil-lar crawl,	patterns (ostinati)	Perform short	low sounds.		
fish and chips);	while keeping in	repeating rhythm		Pitch	Pitch
create, retain and	time with a steady	patterns (ostinati)	Sing familiar songs in	Listen to sounds in	Listen to sounds in
perform their own	beat.	while keeping in	both low and high	the local school	the local school
rhythm patterns.		time with a steady	voices and talk about	environment,	environment,
	Perform word-	beat.	the difference in	comparing high and	comparing high and
Pitch	pattern chants (e.g.		sound.	low sounds.	low sounds.
Listen to sounds in	ca-ter-pil-lar crawl,	Perform word-			
the local school	fish and chips);	pattern chants (e.g.	Explore sounds to	Sing familiar songs in	Sing familiar songs in
environment,	create, retain and	ca-ter-pil-lar crawl,	enhance storytelling.	both low and high	both low and high
comparing high and	perform their own	fish and chips);		voices and talk about	voices and talk about
low sounds.	rhythm patterns.	create, retain and	Follow pictures and	the difference in	the difference in
		perform their own	symbols to guide	sound.	sound.
Sing familiar songs	Pitch	rhythm patterns.	singing and playing,		
in both low and high	Listen to sounds in		(e.g. 4 dots = 4 taps	Explore sounds to	Explore sounds to
voices and talk	the local school	Pitch	on the drum).	enhance storytelling.	enhance storytelling.
about the	environment,	Listen to sounds in			
difference in sound.	comparing high and	the local school		Follow pictures and	Follow pictures and
	low sounds.	environment,		symbols to guide	symbols to guide

Explore sounds to		comparing high and	singing and playing,	singing and playing,
enhance	Sing familiar songs	low sounds.	(e.g. 4 dots = 4 taps	(e.g. 4 dots = 4 taps
storytelling.	in both low and		on the drum).	on the drum).
	high voices and talk	Sing familiar songs		
Follow pictures and	about the	in both low and		
symbols to guide	difference in sound.	high voices and talk		
singing and playing,		about the		
(e.g. 4 dots = 4 taps	Explore sounds to	difference in		
on the drum).	enhance	sound.		
	storytelling.			
		Explore sounds to		
	Follow pictures and	enhance		
	symbols to guide	storytelling.		
	singing and playing,			
	(e.g. 4 dots = 4 taps	Follow pictures and		
	on the drum).	symbols to guide		
		singing and playing,		
		(e.g. 4 dots = 4 taps		
		on the drum).		