Curriculum 2024/25

Curriculum Intent Statement:

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

Our curriculum is designed to:

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

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

English							
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Writing	Letters	Narrative	Instructions	Persuasive argument	Newspaper report	Poetry	
Genres	Narrative	Explanation	Non-Chronological report	Recount	Balanced argument	Persuasive advert	
	Biography	Poetry	Narrative	Narrative	Speech		
GPS Knowledge	 Colons and semi- Subject and obje 	 Narrative nouns sentence types relative clauses nouns made from adjectives, with the suffixes ance / ence e.g. innocence (innocent) Colons and semi-colons Subject and object synonyms and antonyms parenthesis perfect tenses 					



-	adverbials
-	hyphens
-	apostrophes
-	spell adjectives made from verbs e.g. noticeable (notice), reliable (rely)
-	homophones
-	statements
-	commas for all purposes
-	commands, questions and exclamations
-	homophones

Maths						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Blocks	Place Value Addition / Subtraction	Area Multiplication & Division A	Multiplication & Division B	Fractions Decimals A	Decimals B Money Time	Shape Statistics Position & Direction

Science						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science Topics	Term 1 Animals Including Humans Pupils should be taught to: + identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood + recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function + describe the ways in which nutrients and water are transported within animals, including humans. I know how to identify	Term 2 <u>Light</u> Pupils should be taught to: ♣ recognise that light appears to travel in straight lines ♣ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ♣ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ♣ use the idea that	Term 3 Evolution and Inheritance Pupils should be taught to: * recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago * recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents * identify	Term 4 Electricity Pupils should be taught to: A associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit A compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches A use recognised symbols when representing a simple circuit in a diagram.	Term 5 Living Things and their Habi Pupils should be taught to: 4 are classified into broad grou observable characteristics ar differences, including micro- animals & give reasons for c animals based on specific ch I know how to describe how into broad groups according characteristics and based on differences, including micro- animals I know how to give reasons f animals based on specific ch	tats describe how living things ups according to common hd based on similarities and organisms, plants and lassifying plants and aracteristics. living things are classified to common observable similarities and organisms, plants and for classifying plants and
	and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood I know how to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	light travels in straight lines to explain why shadows have the same shape as the objects that cast them. I know how to recognise that light appears to travel in straight lines	how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. I know how to recognise that living things have changed	I know how to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit I know how to compare and give reasons for		

I know how to describe	I know how to use the	over time and that	variations in how	
the ways in which	idea that light travels in	fossils provide	components function,	
nutrients and water are	straight lines to explain	information about living	including the brightness of	
transported within	that objects are seen	things that inhabited	bulbs, the loudness of	
animals, including	because they give out	the Earth millions of	buzzers and the on/off	
humans	or reflect light into the		position of switches	
	Ŭ	years ago	position of switches	
	eye	I know how to	I know how to use	
	Liknow how to ovalain			
	I know how to explain	recognise that living	recognised symbols when	
	that we see things	things produce	representing a simple	
	because light travels	offspring of the same	circuit in a diagram	
	from light sources to	kind, but normally		
	our eyes or from light	offspring vary and are		
	sources to objects and	not identical to their		
	then to our eyes	parents		
	I know how to use the	I know how to identify		
	idea that light travels in	how animals and plants		
	straight lines to explain	are adapted to suit		
	why shadows have the	their environment in		
	same shape as the	different ways and that		
	objects that cast them	adaptation may lead to		
		evolution		

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	OS5: To recognise	I know that there are			I know that there are	I can produce work
	warning signals to	different coding			different coding	considering my target
	identify that someone	languages and can			languages and can	audience using advanced
	may not be who they say	consider their pros and			consider their pros and	features of a program.
	they are online. E.g.	cons. PC1			cons. PC1 EVALUATION*:	UT1: To continue to
	asking for personal	EVALUATION*: To be			To be able to make	produce work using a
	information, photos,	able to make choices			choices about which	computer, using more
	school, address, phone	about which coding			coding language is most	advanced features of
Computing	number.	language is most			appropriate to use and	programs and tools e.g. I
	I know that there are	appropriate to use and			explain why.	can use organisational
	different coding	explain why.				features, select
	languages and can				I know how to	backgrounds with
	consider their pros and	I know how to			confidentially write	audience in mind and
	cons. PC1	confidentially write			complex algorithms to	insert text boxes.
	EVALUATION*: To be	complex algorithms to			achieve specific goals in a	Google Docs and
	able to make choices	achieve specific goals in			variety of ways. PC2	Microsoft Publisher
	about which coding	a variety of ways. PC2			LOGIC*: To continue to	

1	language is most	LOGIC*: To continue to		design, write and debug	I can produce work
ä	appropriate to use and	design, write and debug		(correct errors) more	considering my target
e	explain why.	(correct errors) more		complex algorithms that	audience using advanced
		complex algorithms that		accomplish specific goals.	features of a program.
1	I know how to	accomplish specific			UT2: To competently
(confidentially write	goals.		I know how that problems	create documents and
c	complex algorithms to			can be solved using inputs	presentations that serve a
ä	achieve specific goals in	I know how that		and outputs. PC3	purpose and suit the
ä	a variety of ways. PC2	problems can be solved		GENERALISATION*: To	needs of an intended
1	LOGIC*: To continue to	using inputs and		problem solve using	audience. I can use
(design, write and debug	outputs. PC3		knowledge of variables to	organisational features,
((correct errors) more	GENERALISATION*: To		see the impact upon	select backgrounds with
(complex algorithms that	problem solve using		inputs and outputs.	audience in mind and
ä	accomplish specific	knowledge of variables			insert text boxes. Google
£	goals.	to see the impact upon		I know that problems can	Docs, Google Slides or
		inputs and outputs.		be solved in a variety of	Microsoft PowerPoint
1	I know how that			ways and can find the	I can input data into a
1	problems can be solved	I know that problems		most efficient sequence.	spreadsheet to analyse
L. L	using inputs and	can be solved in a		PC4 ABSTRACTION*: To	and evaluate the results.
C	outputs. PC3	variety of ways and can		create an efficient	UT3 DATA
(GENERALISATION*: To	find the most efficient		sequence of algorithms.	REPRESENTATION*: To
1	problem solve using	sequence. PC4		Ensure children seek to	undertake market
1	knowledge of variables	ABSTRACTION*: To		use shortest most	research, collecting
t	to see the impact upon	create an efficient		efficient way to achieve	relevant data, analysing
i	inputs and outputs.	sequence of algorithms.		intended outcome –	and evaluating before
		Ensure children seek to		looping & repeat / repeat	presenting using a
1	I know that problems	use shortest most		until blocks etc	suitable software.
(can be solved in a	efficient way to achieve			Google Sheets or
N	variety of ways and can	intended outcome –		The above objectives will	Microsoft Excel
1	find the most efficient	looping & repeat /		be covered by complete	
9	sequence. PC4	repeat until blocks etc		the following compulsory	I know how to manipulate
/	ABSTRACTION*: To			projects:	sound using editing tools.
(create an efficient	The above objectives		PC1234C: Following this,	UT4: To use complex
5	sequence of algorithms.	will be covered by		use Python in pieces on	sound editing technology
1	Ensure children seek to	complete the following		the laptop to continue to	to manipulate a range of
t	use shortest most	compulsory projects:		link coding and block	sounds. Use 'Audacity' on
	efficient way to achieve	2) PC1234B: Make		code.	a laptop to create and
	intended outcome –	the link between			manipulate sound (this
	looping & repeat /	coding and block			could be linked to the Y6
1	repeat until blocks etc	code using the app			production or Enterprise).
		'Hopscotch' on the			• • •
	The above objectives	iPads.			OS6: To demonstrate an
	will be covered by				age-related
	complete the following	OS4: To understand			understanding of Online
	compulsory projects:	which kinds of			safety when
		behaviours constitute			Surcey when

1) PC123A: On the laptops, use above knowledge to program Picoh Robots to follow a specific set of instructions. Picoh Lessons Sequence 4	cyberbullying and know how to prevent or respond to it e.g. trusted adult or report/block features on websites.		communicating online. Ensure that this is appropriate to your class e.g. what videos and photos it is appropriate to upload to social media only if an adult has given you permission. Conversation around self- esteem using social media. I know that websites are a useful tool to advertise products and that they should be targeted to an audience. UI4: To create a website and analyse its effectiveness. Google Sites to create website in order to advertise production or secondary school website. I can carry out market research in order to help me create an effective website. OS1: To use their
			school website. I can carry out market research in order to help me create an effective website.
			understanding that information published online is public and permanent to underpin their use of the internet.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History						
	World War II		Local History			
Substantive Knowledge	Know that World War invasion of Poland in 3 Know that World War	1939.	Know how Hildenbor throughout different Know that the old Po	periods of history.		

	Hildenborough) used to be a gunpowder	
Know that people had to build air raid	factory from the early 1800s and understand	
shelters, blackout windows, turn lights off	some of the impacts of this on the local	
and keep the houses in darkness.	area. Know that Hildenborough was a	
Know that the Blitz involved intense	popular destination for evacuees and why.	
bombing of cities using aircraft.		
	Know that there were some settlements	
Know the Blitz caused children to be	around The River Medway, in Tonbridge	
evacuated to the countryside	based on archeologists findings from	
Know the items that children were	Ancient times. Know that Tonbridge came	
instructed to be evaluated with	from Anglo-Saxon words: Tun, meaning	
	enclosure or farmstead and 'brycg' meaning	
Know that life in Britain changed as a	a bridge or causeway. Understand what the	
result of the war.	The Lowy of Tonbridge was. Know that after	
	the Norman Conquest, William the	
Know that imports slowed as a result of	conqueror gave the area known as The Lowy	
the war.	of Tonbridge to Richard FitzGilbert (owner	
Know that resources in Britain became	of Tonbridge Castle).	
scarce.		
Understand that there was rationing,	Know that William the Conqueror assigned	
make do and mend and dig for victory.	Richard FitzGilbert to build the castle soon	
	after the invasion of 1066. After William the	
Know that the Battle of Britain stopped	Conqueror's death, Richard FitzGilbert (now	
the German invasion.	known as Richard de Clares) rebelled against	
Know that the Battle of Britain was a key	William's brother, Rufus, who took control	
turning point in the war.	of the castle and then ordered the	
	destruction of it. Know that by 1253, the de	
Know that Neville Chamberlain was prime	Clares had taken charge of the castle again	
minister at the beginning of World War II.	and they rebuilt it largely as it stands today.	
Know that Winston Churchill took over as	Know that by 1860, the castle was used as a	
Prime Minister.	military academy and then later a prep	
Know that Adolf Hitler was democratically	school. During this time, the castle would be	
voted for as leader in Germany.	opened for special occasions to the public,	
	similar to how it is today. Know that during	
Know that D-Day was the day that the	the second world war, ARP (Air Raid	
allies captured a landing place in Western	Precaution) wardens were stationed at the	
Europe.		

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	Know that D-Day is seen as the turning	castle and the castle was fortified with anti-	
	point in the war for the allies.	tank defences and pill boxes.	
	Know that VE day was the end of the war	Know that Sainsbury's in Tonbridge used to	
	in Europe after Germany surrendered.	be Angel Cricket Ground between 1869 and	
	Know that VJ day was end of the war in	1939. Know that Tonbridge playing fields	
	Japan and signified the end of World War	used to be a racecourse ground between	
	П.	1850 and 1874 and the impacts of this.	
		Know the importance of pill boxes and why	
	Understand that Britain encouraged the	they are located where they are.	
	immigration of people from the Caribbean		
	to England to help rebuild the	Understand the role of ARP (Air Raid	
	communities after the war.	Precaution) wardens in Tonbridge. Know	
	Know that the Windrush generation faced	that within a few days of the formal	
	challenging circumstances and racism on	declaration of the war (1st September	
	entry to England.	1939), the population of Tonbridge had	
	Understand that the Windrush generation	doubled due to evacuees arriving. Know that	
	undertook important jobs.	the air raid sirens were heard 900 times	
	Know that rationing was still taking place	over the period of the war, in Tonbridge.	
	10 years after the war.	Understand where and why Tonbridge was	
		bombed. Understand what the V1 and V2	
	Know the different types of technology	bombings were and the impact they had on	
	that were used during World War II	Tonbridge.	
		Know that flooding has been a problem for	
		centuries but became an increasing issue in	
		the 19th century due to the development of	
		more buildings. In September 1968,	
		Tonbridge experienced what is now known	
		as 'The Great Flood' (which was on the front	
		pages of newspapers nationally). The high	
		street was flooded to a depth of 6 feet.	
		Houses, shops and argricultural land were	
		ruined. Floodwater covered 8 square miles.	
		The Leigh flood barrier was completed in	
		1981. The river and water is monitored and	
		pages of newspapers nationally). The high street was flooded to a depth of 6 feet. Houses, shops and argricultural land were ruined. Floodwater covered 8 square miles. The Leigh flood barrier was completed in	

	the barrier manages the flow of water downstream into Tonbridge. Farmland is deliberately flooded. Since it was built, they are now looking to increase the Leigh flood storage area.	
World War II: End Point	Local History: End Point	
Understand how life changed during and as a result of World War II. Know significant individuals from World War II. Understand how Britain's society changed as a result of the war.	Understand significant events that have shaped our local area and society.	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					Exploring S	Scandinavia
Geography					I know that Scandinavi countries Norway, Swe I can use graphs to cor London, Copenhagen a I can compare and con physical geography of an area in Scandinavia I can use photographs landscape of Scandinavia	a is made up of the eden and Denmark. npare the climates of and Umeå. trast the human and an area in the UK and to describe what the via is like. weather and climate
					in Scandinavia might b location in the world.	e like based on its

I know that Scandinavia has areas of marine
west coast, humid continental, subarctic and
tundra climates.
I can describe the features of the different
climate zones in Scandinavia.
Lean use line graphs and har shorts to
I can use line graphs and bar charts to
explore the climate of different cities in
Scandinavia.
I can name and describe some of the physical
features of Norway, including glaciers,
waterfalls, fjords and mountains.
I know that the physical geography of
Norway, Sweden and Denmark is very
different, and can describe some of these
differences.
I can research and explore the human
geography of Scandinavia, including
language, currency, population, food,
religion, culture, government and economy.
I can locate Scandinavia's countries and
major cities on a map.
I can use a climate map to identify areas of
different climates in Scandinavia.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
At	Drawing and Sketchbooks	Print, Collage and Colour	Working in 3 Dimensions	Paint, Texture, Colour	Working in 3 Dimensions	Collaboration and Community
Art	Sketchbooks			Collage, Drawing	Making, Drawing	community
		Printing, Collaging,	Sketchbooks Making	Sketchbooks	Sketchbooks	

	Drawing				
Drawing, Sculpture,					Making, Drawing
Collage, Sketchbooks					Sketchbooks
Pupils will become familiar with the idea that artists can paint on wood to create flat, standing images which	Pupils will respond to the work of contemporary artists and designers, Luba Lukova, Faith Ringgold,	Pupils will make an elastic band sketchbook using white paper and cardboard. They will identify and	Pupils will explore the work of the artists Njideka Akunyili Crosby, Yinka Shonibare and Thandiwe Muriu, who all work with notions about identity.	Pupils will become familiar with the artist Yinka Ilori and record and reflect on his work in sketchbooks.	Pupils will become familiar with the cultural significance of shadow puppetry and artists that
viewers can walk amongst. They will	Kate DeCiccio. Pupils will compare the	explore colour within the sketchbooks.	They will record their thoughts and observations	They will explore the visual elements of chairs, including talking about	work with paper. They will understand how
record their thoughts and feelings about the artworks seen in their sketchbooks.	artists and will share their thoughts in peer discussion.	Pupils will explore the work of the artists Olafur Eliasson, Yinka	in sketchbooks through visual note taking.	materials, form and structure, through observational drawing in	paper can be cut and shaped to create puppets.
Pupils start creating "flat yet sculptural" artwork.	Pupils will work in sketchbooks to explore	llori, Morag Myerscough, Liz West who use colour in their	Pupils will create a series of portraits drawings of their peers using a variety of	sketchbooks. Pupils will use a wide	They will record their responses and ideas in sketchbooks.
To use the paper as a	their own voice and message.	work. They will become familiar with how	drawing materials.	variety of materials to manipulate and construct	Pupils will work towards
collage material To use methods of	Option 1: Pupils will explore screen printing	artists might respond in different ways to colour.	They will work intuitively at varying lengths of time to record and draw.	3D 'doodles' in response to making prompts.	creating puppets for a performance following a narrative, or make
construction to	techniques and make a			Pupils will be challenged	standalone puppets.
transform them into sculptures.	poster inspired by the art work of Artist Activist Shepard Fairey	Pupils will create visual responses to artists' work in their	Pupils will create a physical (using drawing materials, paper, collage), or digital	to become furniture designers and invited to create a chair which	They will use sketchbooks
Or		sketchbooks using paper, paint, ink, pastel	exploration of how to make a layered portrait	expresses their personality.	to further make notes, note down ideas, make
Pupils will explore the colours and patterns on different types of food packaging.	Option 2: Pupils will make a simple folded sketchbook to create a zine. They will modify	to respond in their sketchbooks. Pupils are encouraged	which captures aspects of their personality and identity.	They will record and develop their ideas in sketchbooks.	quick sketches to test ideas/shapes. Pupils will display their
They will learn about the process artist Claire	found wording and imagery from magazines to	to guide their own exploration, making choices about how they	They will use sketchbooks throughout to help explore and focus, test and reflect.	Pupils will display their chairs in a clear space,	work in a clear space and reflect on the half term, sharing what they like and
Harrup uses to design food packaging and	communicate their message in their zine.	want to use colour in their artwork.	Pupils will display their work in a clear space and	alongside their sketchbook work, and walk around the room as	what they would like to try again through peer discussion.
record their thoughts and observations in sketchbooks	Pupils will display their work in a clear space	Option 1: Mini Light	reflect on the half term, sharing what they like and	if in a gallery.	Pupils will perform a
Pupils redesign existing	and reflect on the half term, sharing what they like and what they	Boxes. Pupils will create models of sculptural installations exploring	what they would like to try again through peer discussion.	Yinka Ilori	shadow puppet show.
food packaging items by	would like to try again	light, colour and form.	0.0000000		Wayang Shadow

building nets, whilst	through peer		Njideka Akunyili Crosby,	Puppets, Phillipp Otto
experimenting with	discussion.	Option 2: Sculptural	Yinka Shonibare,	Runge, Pippa Dyrlaga,
drawing, composition		Challenge: Colourful	Thandiwe Muriu, Mike	Thomas Witte
and type.	Luba Lukova, Faith	Walls. Pupils will create	Barrett	
	Ringgold, Shepard	a design proposal for a		
Pupils will display their	Fairey	colourful architectural		
work in a clear space,		installation exploring		
and walk around the		colour and form.		
work as if they are in a				
gallery, sharing what		Option 3: Sculptural		
they like about their		Challenge: Colour, Light		
own and each other's		and Form. Pupils will		
work.		create an idea for an		
		installation which uses		
Pupils will work in pairs		light, colour and form		
or teams to document		(and even maybe		
their work using		sound) to create an		
cameras or I pads.		immersive experience		
Lubaina Himid, Claire		for others.		
Harrup				
		Olafur Eliasson, Yinka		
		Ilori, Morag		
		Myerscough, Liz West		

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
D&T	Term 1	I know that most foods we buy have nutrition labels to help us make informed choices about what we eat.	Term 3	Term 4	I can explain how computers and computer programs are used in a variety of products.	I can investigate the appearance and function of a variety of different bird houses.
		I know that calories come from fats,			l can explain how modern memory chips work to store information.	I can identify what materials have been used to construct a variety of bird houses and suggest

proteins and		I can write an algorithm to	how the parts have been
carbohydrates.		suggest how various	joined together.
		appliances might work.	, ,
I can evaluate how			I know what a flat pack
healthy a type of food is		I know what a computer	diagram is and can use it
based on its nutrition		engineer is and what they	to identify each part of a
label.		do.	structure.
I can compare different		I can describe some	I can create a flat pack
foods and assess which		examples of how	diagram of a constructed
is healthiest.		computer hardware and	bird house.
		software specialists work	
I can explain some of		together to create new	I can draw an exploded
the different ways in		products.	diagram.
which certain foods are			I can identify the tools
made and cooked.		I can develop and build a	I can identify the tools
Loop follow a vasion to		prototype pedestrian	associated with basic
I can follow a recipe to		crossing using computer	woodwork.
make a meal.		programming.	I can measure, clamp,
I can design a menu to			saw, sand and join wood.
incorporate different		I can develop, model and	saw, sana ana join wood.
foods, sides and		communicate ideas for an	I can use a hand drill to
accompaniments.		embedded system which	drill a hole in a piece of
decompaninents.		monitors and controls a	wood.
I can explore, taste and		door, room or both.	
assess different types of		I can describe the typical	I know the safety rules I
foods and their		design process for	need to follow when
suitability for a menu.		computer-controlled	doing woodwork.
		electronic products.	
I can design food/meal		cicculonic products.	I can design a bird house
for a particular purpose.		I can debug errors in an	for a particular bird,
		algorithm.	taking into account the
I can design food/meal		C C	bird's needs.
for someone with		I can suggest ways to	l
particular dietary		change an algorithm to	I can select appropriate
requirements.		improve a system.	tools and materials to use
			when making a bird
I can make and evaluate a meal, following my		I can select and use	house.
recipe and design.		electronic components to	
		construct a prototype of	

		an embedded computer- controlled room system.	I can create a sturdy bird house frame using wood.
		I can evaluate my design for a computer-controlled system and consider the views of others to improve my work	I can evaluate my finished bird house, taking into account the views of others to improve my work. I can use observation to evaluate the effectiveness of my bird house.
			of my bird house.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	Stories of Hinduism To understand that Hindus believe God is represented in different forms. To explore how Krishna is represented in Hindu stories. To explore Hindu teachings on success. To explore the theme of punishment and forgiveness in a Hindu story. To explore a Hindu teaching about telling the truth.	What is a church? To consider what is written in the Bible about the foundation of the Christian church. To consider ways in which churches reflect local culture. To consider how churches help Christians worship. To identify ways in which churches serve their communities. To consider ways in which local churches form part of a global community. To reflect on what has been learned about the Christian church.	Islam What is the Qur'an and why is it important to Muslims? To identify the meaning of the word 'sacred' and to explore why the Qur'an is important to Muslims. To know what the Qur'an teaches about God and to reflect on your own ideas about God. To know that the behaviour of Muslims is influenced by the Qur'an. To study ways in which Muslim children learn about the Qur'an.	Expressing faith through the artsTo recognise that expressing faith involves feelings and emotions.To find out how music can be a form of religious expression in many religions.To understand how colour can be used to express religious feelings and ideas.To understand how art can be sacred and spiritual for believers.To find out how Islamic art helps Muslims to worship To understand how drama is used to reinforce important teachings and stories in religions.	What happens when we die?To understand that sadness is felt by everyone at some points during their lives.To understand how the death of a person is marked and commemorated in different religions and communities.To express your own ideas, and understand the ideas of others, about what happens when a person dies.To understand that it is important to express the emotions that you feel.To think of practical ways of remembering someone who has died.	Sikh Worship and Community To find out what Sikhs believe and some of the features of Sikh worship. To find out how Sikhs worship through prayer. To find out how children are welcomed into the Sikh community. To explore the Sikh tradition of the langar. To explore the Sikh practice of sewa.

To be able to	explain	
the significant	e of the	
Qur'an to Mu	slims	
today.		

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSHE	Me and My <u>Relationships</u> To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges. I can work through challenges I have with my friends with respect, assertiveness and understanding. To practice and use strategies in compromise and negotiation within a collaborative task or activity. I can give examples of negotiation and compromise. I can use these skills in practical situations. To consider the types of touch that are safe, legal and that I am comfortable with. I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.	Valuing Difference To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. To know that all people are unique but that we have far more in common with each other than what is different about us. I can show respect to others by using verbal and non-verbal communication. To understand and explain the term prejudice. I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.	Keeping Safe To explore the risks and legality of communicating and sharing online. I can use safe, respectful and responsible behaviours and strategies when using social media. To describe and explain how easily images can be spread online. I can give examples of how to safely share images online. To explain some of the laws, categories and uses of drugs (both medical and non- medical). I can explain how social norms around alcohol can influence a persons decision whether to drink alcohol or not. To understand the definition of an emotional need and how they can be met. I can suggest positive ways to meet my emotional needs and	Rights and RespectTo analyse and reflect onbias in the media.I can tell you the differencebetween 'fact' and'opinion' and explain what'bias' means.I can discuss the reasonswhy people post onlineand the positive andnegative effects relating tosocial media.To discuss methods ofsaving and considerationsfor spending money.I can talk about howmoney is earned, thedifferences in incomes andhow public services aresupported by tax payers.To discuss voluntary andpressure groups and theirrole in making changes toour communities andenvironments.I can describe how a groupof people can make achange. I can reflect on myrole in making a change inmy community orenvironment.To identify or suggest waysthat help the environment.	Being My Best To consider how healthy wellbeing and mental health can contribute to a persons aspirations and success. I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing. To define aspirations and goals. I can set goals so that I can achieve an aspiration. To recognise that we will meet challenges on the way to achieving our goals. I can tell you how I can overcome problems and challenges on the way to achieving my goals. To understand and explain the outcomes of risk-taking in a given situation, including emotional risks. I can identify risk factors in a given situation. To understand risks related to growing up and	Growing and Changing To identify types of emotional responses and some strategies for coping with change. I can name some of the feelings and emotions people have during change. To identify the physical and emotional challenges faced during puberty and the strategies or support available for this. I can give examples of how someone could cope with or get support during puberty. To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities. I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image. To identify the risks of sharing images online and

	To define what is meant	how this impacts my	I can suggest ways that I	explain the need to be	understand how online
To name assertive	by the term stereotype.	behaviour.	can help my environment.	aware of these.	influences can cause
behaviours and	I can describe how			I can assess the level of	people to take unsafe
recognise peer influence	empathy can help	To explore and	To define 'democracy' and	risk and explain how a risk	risks.
or pressured behaviour.	people to be more	understand the terms	explain how laws are	can be reduced.	I can explain how to stay
I can use assertive	tolerant and	'conflicting emotions',	made.		safe when sharing images
behaviours to keep	understanding of those	responsibility and	I can give examples of why		and information online.
myself safe from peer	who are different from	independence.	we need a democratic		
influence or pressure	them.	I can begin to make	society and how laws keep		To identify places or
		decisions	us safe.		people of support and
To be aware of the	I can recognise how the	independently and			understand that
variety in behaviour	media can reinforce	responsibly.			sometimes confidentiality
which is dependent on	gender stereotypes and				must be broken to keep a
group dynamic, peer	begin to challenge this.				person safe.
pressure, emotional					I can offer advice and
needs and circumstance.	To describe different				name people to help keep
I can explain bystander	types of friendships and				someone safe. I can
behaviour by giving	relationships and their				identify if a secret is
examples of what	differing positive				unsafe.
bystanders do when	qualities.				
someone is being					
bullied.					

	Term 1	Term 2	Term	3	Term 4	Term 5	Term 6
Sports	Netball Tag Rugby	Gymnastics Lacrosse	Dance		Tennis Volleyball	Athletics Sports Day Games	Rounders Cricket
PE skills and knowledge across the year	 Invasion Games Change direction and speed with equipment in order to outwit opposing team. Make impactful movements during game- based activities. Be consistent in 	 Gymnastics Synchronise movements in pairs, use both symmetrical and asymmetrical shapes to assist. Improve quality of rolls during longer sequences to 	 Dance To demonstrate an awareness of the music's rhythm and phrasing when improvising. To create a dance that represents a specific theme or style. To create a dance 	OAA Participate in challenging activities, increasingly more adventurous Accurately read an interpret	NetWall - Agile movement in all directions when striking and returning shots. - Compete fairly in both 1 vs 1's and 2 vs 2's. - Strike with	Athletics - Can identify running lines when taking part in long distance events. - Can effectively use a sprint start position - Consistently	 <u>Striking and Fielding</u> Demonstrate good to outstanding teamwork as both a member of a fielding team and a batting team. Bowl overarm both accurately
	passing accurately within a team to	combine skills. - Vaulting onto and over	as a group, using moves that link to a specific theme.	map symbols and	power accuracy and control consistently.	pass baton with correct form and control.	and confidently towards a wicket/stump.

	 retain possession. Accurately shoot from different distances. Develop stronger defensive skills (player, Space, Ball, Goal) Attack with pace, power and precision. Strong understanding of tactics and effective strategies. Review personal + team performance and suggest ways in which to improve. Be confident in competitive situations 	 apparatus, perform jumps from height with correct shape mid-air. Create contrasting sequences to perform in small groups. Improved sequence fluidity and pace individually and in pairs. Evaluate own and others performances using correct terminology to describe technique. Demonstrate strength and flexibility throughout 	 To distinguish the difference between a dance routine and an act/play. EG use of repetition/cannons etc. To create a dance with limited teacher support that works to the timing/rhythm, uses components of dance. To perform and analyse own and others performance. To add depth to dance routines and performances by adding elements such as cannons/ unison/mirror. 	control markers - Can work with others co- operatively	 Begin playing more sport specific shots in game based situations. Serve with power, accuracy and control both over and underarm. Officiate matches pricelessly whilst abiding by match rules. Reflect on performance and adapt match plan to score highly. 	 Show speed and rhythm throughout a hurdle race. Use body effectively to generate maximum power when jumping for height and distance. Record times and scores in each event accurately. Can throw javelin and shotput with maximum power and accuracy using correct form and showing control throughout. 	 Catch consistently from different distances and heights. Field and return rapidly as a team. Strike with accuracy and consistency to scoring highly in pairs and individually. Understand batting and bowling order and the impact they can have. Develop strong understand of officiating larger games and how to abide by all rules.
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Cloth	Clothes What is the date?		What is the date?		ool
French	Consolidate our understand use of the negative, adjective possessive adjectives (EG : w school and also which subje familiar with a wider range connectives/conjunctions at full verb conjugation - both 'to go', 'to do', 'to have' and	val agreement and which subjects I like at ects I do not like). Become of nd more confident with regular and irregular. EG :	Consolidate our understar use of the negative, adjec possessive adjectives (EG:	: which subjects I like at jects I do not like). Become e of	Consolidate our understand use of the negative, adjective possessive adjectives (EG : w school and also which subje familiar with a wider range of connectives/conjunctions an verb conjugation - both regu go', 'to do', 'to have' and 'to	val agreement and vhich subjects I like at cts I do not like). Become of nd more confident with full ular and irregular. EG : 'to

Write a piece of text using language from a variety of	full verb conjugation - both regular and irregular. EG:	Write a piece of text using language from a variety of
units covered and learn to adapt any models	'to go', 'to do', 'to have' and 'to be'.	units covered and learn to adapt any models provided
provided to show solid understanding of any		to show solid understanding of any grammar covered.
	Write a piece of text using language from a variety of	0,0
grammar covered. Also start to incorporate	units covered and learn to adapt any models provided	Also start to incorporate conjugated verbs and learn to
conjugated verbs and learn to be comfortable using	to show solid understanding of any grammar covered.	be comfortable using connectives/conjunctions,
connectives/conjunctions, adjectives and possessive	Also start to incorporate conjugated verbs and learn	adjectives and possessive adjectives. EG: A
adjectives. EG: A presentation or description of a		presentation or description of a typical school day
typical school day including subjects, time and	to be comfortable using connectives/conjunctions,	including subjects, time and opinions.
opinions.	adjectives and possessive adjectives. EG: A	De able to teable color com la recención de la company
	presentation or description of a typical school day	Be able to tackle unknown language with increased
Be able to tackle unknown language with increased	including subjects, time and opinions.	accuracy by applying knowledge learnt from 'Phonics
accuracy by applying knowledge learnt from 'Phonics	Do oble to tackle unknown language with increased	Lessons 1 to 4' including awareness of accents, silent
Lessons 1 to 4' including awareness of accents, silent	Be able to tackle unknown language with increased	letters etc.
letters etc.	accuracy by applying knowledge learnt from 'Phonics	
	Lessons 1 to 4' including awareness of accents, silent	Decode unknown language using bilingual dictionaries.
Decode unknown language using bilingual	letters etc.	Learn to recall previously learnt language and recycle /
dictionaries.	Decede universite les succes using hilinguel	
	Decode unknown language using bilingual	incorporate it with new language with increased speed
Learn to recall previously learnt language and recycle	dictionaries.	and spontaneity. Engage in short conversations on
/ incorporate it with new language with increased	Learn to recall previously learnt language and recycle	familiar topics, responding with opinions and
speed and spontaneity. Engage in short	, , , , , ,	justifications where appropriate.
conversations on familiar topics, responding with	/ incorporate it with new language with increased	
opinions and justifications where appropriate.	speed and spontaneity. Engage in short conversations	Listen to longer text and more authentic foreign
	on familiar topics, responding with opinions and	language material.
Listen to longer text and more authentic foreign	justifications where appropriate.	Learn to pick out cognates and familiar words and learn
language material.	Liston to longer text and more authentic foreign	to 'gist listen' ven when hearing language that has not
	Listen to longer text and more authentic foreign	been taught or covered
Learn to pick out cognates and familiar words and learn to 'gist listen' ven when hearing language that	language material.	
has not been taught or covered	Learn to pick out cognates and familiar words and	
	learn to 'gist listen' ven when hearing language that	
	has not been taught or covered	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<u>Developing melodic</u> phrases	Understanding structure and form	Gaining confidence through performance	Exploring notation further	Using chords and structure	<u>Respecting Each other</u> through composition
	pindses	<u>structure una torm</u>		Singing	structure	
Music	Singing	Singing	Singing	Sing a broad range of	Singing	Singing
	Sing a broad range of	Sing a broad range of	Sing a broad range of	songs, including those that	Sing a broad range of	Sing a broad range of
	songs, including those	songs, including those	songs, including those	involve syncopated	songs, including those	songs, including those
	that involve syncopated	that involve syncopated	that involve syncopated	rhythms, as part of a choir,	that involve syncopated	that involve syncopated

	rhythms, as part of a	rhythms, as part of a	rhythms, as part of a	with a sense of ensemble	rhythms, as part of a	rhythms, as part of a
	choir, with a sense of	choir, with a sense of	choir, with a sense of	and performance.	choir, with a sense of	choir, with a sense of
	ensemble and	ensemble and	ensemble and		ensemble and	ensemble and
	performance.	performance.	performance.	When singing, observe rhythm, breathing and	performance.	performance.
	When singing, observe	When singing, observe	When singing, observe	phrasing, accurate pitching,	When singing, observe	When singing, observe
	rhythm, breathing and	rhythm, breathing and	rhythm, breathing and	dynamics, articulation and	rhythm, breathing and	rhythm, breathing and
	phrasing, accurate	phrasing, accurate	phrasing, accurate	appropriate style.	phrasing, accurate	phrasing, accurate
	pitching, dynamics,	pitching, dynamics,	pitching, dynamics,	· [-] [/ -	pitching, dynamics,	pitching, dynamics,
	articulation and	articulation and	articulation and	Sing in 2/4, 4/4, 3/4, 5/4	articulation and	articulation and
	appropriate style.	appropriate style.	appropriate style.	and 6/8 time.	appropriate style.	appropriate style.
	appropriate style.		appropriate style.			appropriate style.
	Sing in 2/4, 4/4, 3/4, 5/4	Sing in 2/4, 4/4, 3/4, 5/4	Sing in 2/4, 4/4, 3/4,	Continue to sing three- and	Sing in 2/4, 4/4, 3/4, 5/4	Sing in 2/4, 4/4, 3/4, 5/4
	and 6/8 time.	and 6/8 time.	5/4 and 6/8 time.	four-part rounds (e.g.	and 6/8 time.	and 6/8 time.
				Calypso by Jan Holdstock)		
	Continue to sing three-	Continue to sing three-	Continue to sing three-	or partner songs, and	Continue to sing three-	Continue to sing three-
	and four-part rounds	and four-part rounds	and four-part rounds	experiment with	and four-part rounds (e.g.	and four-part rounds (e.g.
	(e.g. Calypso by Jan	(e.g. Calypso by Jan	(e.g. Calypso by Jan	positioning singers	Calypso by Jan Holdstock)	Calypso by Jan Holdstock)
	Holdstock) or partner	Holdstock) or partner	Holdstock) or partner	randomly within the group	or partner songs, and	or partner songs, and
	songs, and experiment	songs, and experiment	songs, and experiment	– i.e. no longer in discrete	experiment with	experiment with
	with positioning singers	with positioning singers	with positioning singers	parts – in order to develop	positioning singers	positioning singers
	randomly within the	randomly within the	randomly within the	greater listening skills,	randomly within the	randomly within the
	group – i.e. no longer in	group – i.e. no longer in	group – i.e. no longer in	balance between parts and	group – i.e. no longer in	group – i.e. no longer in
	discrete parts – in order	discrete parts – in order	discrete parts – in order	vocal independence.	discrete parts – in order	discrete parts – in order
	to develop greater	to develop greater	to develop greater		to develop greater	to develop greater
	listening skills, balance	listening skills, balance	listening skills, balance	Sing with and without an	listening skills, balance	listening skills, balance
	between parts and vocal	between parts and	between parts and	accompaniment (acapella).	between parts and vocal	between parts and vocal
	independence.	vocal independence.	vocal independence.	accompaniment (acapena).	independence.	independence.
	independence.	vocar independence.	vocar independence.	Sing syncopated (off beat)	independence.	independence.
	Sing with and without an	Sing with and without	Sing with and without	melodic patterns.	Sing with and without an	Sing with and without an
		-		-		0
	accompaniment	an accompaniment	an accompaniment	Lead a singing rehearsal.	accompaniment	accompaniment
	(acapella).	(acapella).	(acapella).	Tall, about the different	(acapella).	(acapella).
	Sing syncopated (off	Sing suppopulated (off	Sing suppopulated (off	Talk about the different	Sing syncopated (off beat)	Sing syncopated (off beat)
	beat) melodic patterns.	Sing syncopated (off	Sing syncopated (off	styles of singing used for	• • • • •	
		beat) melodic patterns.	beat) melodic patterns.	the different styles of	melodic patterns.	melodic patterns.
	Lead a singing rehearsal.	Lead a singing rehearsal.	Lead a singing rehearsal.	songs learnt throughout the year.	Lead a singing rehearsal.	Lead a singing rehearsal.
	Talk about the different			/	Talk about the different	Talk about the different
	styles of singing used for	Talk about the different	Talk about the different	Perform a range of songs	styles of singing used for	styles of singing used for
	the different styles of	styles of singing used	styles of singing used	as a choir in school	the different styles of	the different styles of
	songs learnt throughout	for the different styles	for the different styles	assemblies, school	songs learnt throughout	songs learnt throughout
	the year.	of songs learnt	of songs learnt	performance opportunities	the year.	the year.
		throughout the year.	throughout the year.	and to a wider audience.	,	
	Perform a range of songs				Perform a range of songs	Perform a range of songs
	as a choir in school	Perform a range of	Perform a range of	Listening	as a choir in school	as a choir in school
	assemblies, school	songs as a choir in	songs as a choir in		assemblies, school	assemblies, school
L		•		•	·	

performance	school assemblies,	school assemblies,	Talk about feelings created	performance	performance
opportunities and to a	school performance	school performance	by the song and justify a	, opportunities and to a	, opportunities and to a
wider audience.	opportunities and to a	opportunities and to a	personal opinion using	wider audience.	wider audience.
	wider audience.	wider audience.	musical concepts and		
Listening			vocabulary.	Listening	Listening
Talk about feelings	Listening	Listening		Talk about feelings	Talk about feelings
created by the song and	Talk about feelings	Talk about feelings	Identify and join in with	created by the song and	created by the song and
justify a personal	created by the song and	created by the song and	2/4, 4/4, 3/4, 6/8 and 5/4	justify a personal opinion	justify a personal opinion
opinion using musical	justify a personal	justify a personal	metre.	using musical concepts	using musical concepts
concepts and	opinion using musical	opinion using musical		and vocabulary.	and vocabulary.
vocabulary.	concepts and	concepts and	Identify the musical style of		
	vocabulary.	vocabulary.	a song using some musical	Identify and join in with	Identify and join in with
Identify and join in with			vocabulary to discuss its	2/4, 4/4, 3/4, 6/8 and 5/4	2/4, 4/4, 3/4, 6/8 and 5/4
2/4, 4/4, 3/4, 6/8 and	Identify and join in with	Identify and join in with	musical concepts.	metre.	metre.
5/4 metre.	2/4, 4/4, 3/4, 6/8 and	2/4, 4/4, 3/4, 6/8 and			
	5/4 metre.	5/4 metre.	Identify the following	Identify the musical style	Identify the musical style
Identify the musical style			instruments by ear and	of a song using some	of a song using some
of a song using some	Identify the musical	Identify the musical	through a range of media:	musical vocabulary to	musical vocabulary to
musical vocabulary to	style of a song using	style of a song using	bass, electric guitar,	discuss its musical	discuss its musical
discuss its musical	some musical	some musical	percussion, sections of the	concepts.	concepts.
concepts.	vocabulary to discuss its	vocabulary to discuss its	orchestra such as brass,		
	musical concepts.	musical concepts.	woodwind and strings,	Identify the following	Identify the following
Identify the following			steel pans, congas, pianos,	instruments by ear and	instruments by ear and
instruments by ear and	Identify the following	Identify the following	synthesizers and vocal	through a range of media:	through a range of media:
through a range of	instruments by ear and	instruments by ear and	techniques such as cackles.	bass, electric guitar,	bass, electric guitar,
media: bass, electric	through a range of	through a range of		percussion, sections of	percussion, sections of
guitar, percussion,	media: bass, electric	media: bass, electric	Discuss the structure of the	the orchestra such as	the orchestra such as
sections of the orchestra	guitar, percussion,	guitar, percussion,	music with reference to	brass, woodwind and	brass, woodwind and
such as brass, woodwind	sections of the	sections of the	verse, chorus, bridge and	strings, steel pans,	strings, steel pans,
and strings, steel pans,	orchestra such as brass,	orchestra such as brass,	an instrumental break.	congas, pianos,	congas, pianos,
congas, pianos,	woodwind and strings,	woodwind and strings,		synthesizers and vocal	synthesizers and vocal
synthesizers and vocal techniques such as	steel pans, congas, pianos, synthesizers and	steel pans, congas, pianos, synthesizers	Identify major and minor tonality, triads I, IV and V,	techniques such as cackles.	techniques such as cackles.
cackles.	vocal	and vocal	and intervals within a	Cachies.	Cachies.
Cackies.	techniques such as	techniques such as	major scale.	Discuss the structure of	Discuss the structure of
Discuss the structure of	cackles.	cackles.	major scale.	the music with reference	the music with reference
the music with reference	cuckies.	cuckies.	Know and understand	to verse, chorus, bridge	to verse, chorus, bridge
to verse, chorus, bridge	Discuss the structure of	Discuss the structure of	what a musical 'intro' and	and an instrumental	and an instrumental
and an instrumental	the music with	the music with	'outro' is and describe its	break.	break.
break.	reference to verse,	reference to verse,	purpose.		
	chorus, bridge and an	chorus, bridge and an		Identify major and minor	Identify major and minor
Identify major and minor	instrumental break.	instrumental break.	Identify the sound of a	tonality, triads I, IV and V,	tonality, triads I, IV and V,
tonality, triads I, IV and			Gospel choir and soloist,	and intervals within a	and intervals within a
V, and intervals within a	Identify major and	Identify major and	Rock band, symphony	major scale.	major scale.
major scale.	minor tonality, triads I,	minor tonality, triads I,	orchestra and		
			A cappella groups.		

wh and de: Ide Go	now and understand hat a musical 'intro' nd 'outro' is and escribe its purpose.	IV and V, and intervals within a major scale.	IV and V, and intervals within a major scale.	<u>Composing</u> Improvise	Know and understand what a musical 'intro' and	Know and understand what a musical 'intro' and
and de: Ide Go	nd 'outro' is and	within a major scale.	within a major scale.	Improvise	what a musical 'intro' and	what a musical 'intro' and
de: Ide Go						what a masical mero and
lde Go	escribe its purpose.			Extend improvisation skills	'outro' is and describe its	'outro' is and describe its
Go		Know and understand	Know and understand	through working in small	purpose.	purpose.
Go		what a musical 'intro'	what a musical 'intro'	groups to:		
	entify the sound of a	and 'outro' is and	and 'outro' is and		Identify the sound of a	Identify the sound of a
	ospel choir and soloist,	describe its purpose.	describe its purpose.	Create music with multiple	Gospel choir and soloist,	Gospel choir and soloist,
Ro	ock band, symphony			sections that include	Rock band, symphony	Rock band, symphony
ord	rchestra and	Identify the sound of a	Identify the sound of a	repetition and contrast.	orchestra and	orchestra and
Ac	cappella groups.	Gospel choir and soloist,	Gospel choir and		A cappella groups.	A cappella groups.
	Composing	Rock band, symphony	soloist, Rock band,	Use chord changes as part	Composing	Composing
Im	nprovise	orchestra and	symphony orchestra	of an improvised sequence.	Improvise	Improvise
Ext	tend improvisation	A cappella groups.	and		Extend improvisation	Extend improvisation
ski	ills through working in	Composing	A cappella groups.	Extend improvised	skills through working in	skills through working in
sm	nall groups to:	Improvise	Composing	melodies beyond 8 beats	small groups to:	small groups to:
		Extend improvisation	Improvise	over a fixed groove,		
Cre	reate music with	skills through working in	Extend improvisation	creating a satisfying	Create music with	Create music with
mı	ultiple sections that	small groups to:	skills through working	melodic shape.	multiple sections that	multiple sections that
inc	clude repetition and		in small groups to:		include repetition and	include repetition and
	ontrast.	Create music with		Explore improvisation	contrast.	contrast.
		multiple sections that	Create music with	within a major scale using		
Us	se chord changes as	include repetition and	multiple sections that	the notes:	Use chord changes as part	Use chord changes as part
pa	art of an improvised	contrast.	include repetition and	CDEFG	of an improvised	of an improvised
sec	equence.		contrast.	G A B♭ C D	sequence.	sequence.
		Use chord changes as		GABCD		-
Ext	tend improvised	part of an improvised	Use chord changes as	FGACD	Extend improvised	Extend improvised
me	elodies beyond 8 beats	sequence.	part of an improvised		melodies beyond 8 beats	melodies beyond 8 beats
OV	ver a fixed groove,		sequence.	Compose	over a fixed groove,	over a fixed groove,
cre	eating a satisfying	Extend improvised		Plan and compose an 8- or	creating a satisfying	creating a satisfying
me	elodic shape.	melodies beyond 8	Extend improvised	16-beat melodic phrase	melodic shape.	melodic shape.
		beats over a fixed	melodies beyond 8	using the pentatonic scale		
Ext	plore improvisation	groove, creating a	beats over a fixed	(e.g. C, D, E, G, A) and	Explore improvisation	Explore improvisation
wi	ithin a major scale	satisfying melodic	groove, creating a	incorporate rhythmic	within a major scale using	within a major scale using
usi	sing the notes:	shape.	satisfying melodic	variety and interest.	the notes:	the notes:
	DEFG		shape.	-	CDEFG	CDEFG
G/	A Bb C D	Explore improvisation		Play and notate the	G A B♭ C D	G A B♭ C D
G/	ABCD	within a major scale	Explore improvisation	composed melody.	GABCD	GABCD
FG	GACD	using the notes:	within a major scale		FGACD	FGACD
		CDEFG	using the notes:	Compose melodies made		
Co	ompose	G A B♭ C D	CDEFG	from pairs of phrases in	Compose	Compose
Pla	an and compose an 8-	GABCD	G A B♭ C D	either G major or E minor	Plan and compose an 8-	Plan and compose an 8-
or	16-beat melodic	FGACD	GABCD	or a key suitable for the	or 16-beat melodic phrase	or 16-beat melodic phrase
ph	nrase using the		FGACD	instrument chosen and	using the pentatonic scale	using the pentatonic scale
	entatonic scale (e.g. C,	Compose		enhance with rhythmic or	(e.g. C, D, E, G, A) and	(e.g. C, D, E, G, A) and
	, E, G, A) and	Plan and compose an 8-	Compose	chordal accompaniment.	incorporate rhythmic	incorporate rhythmic
		or 16-beat melodic	-		variety and interest.	variety and interest.

incorporate rhythmic	phrase using the	Plan and compose an 8-	Compose a ternary piece;		
variety and interest.	pentatonic scale (e.g. C,	or 16-beat melodic	use available music	Play and notate the	Play and notate the
	D, E, G, A) and	phrase using the	software/apps to create	composed melody.	composed melody.
Play and notate the	incorporate rhythmic	pentatonic scale (e.g. C,	and record it, discussing		
composed melody.	variety and interest.	D, E, G, A) and	how musical contrasts are	Compose melodies made	Compose melodies made
		incorporate rhythmic	achieved.	from pairs of phrases in	from pairs of phrases in
Compose melodies	Play and notate the	variety and interest.		either G major or E minor	either G major or E minor
made from pairs of	composed melody.	,	Read and use standard	or a key suitable for the	or a key suitable for the
phrases in either G	,	Play and notate the	notation to include using	instrument chosen and	instrument chosen and
major or E minor or a	Compose melodies	composed melody.	dotted crotchets,	enhance with rhythmic or	enhance with rhythmic or
key suitable for the	made from pairs of	composed merculy:	crotchets, semiguavers,	chordal accompaniment.	chordal accompaniment.
instrument chosen and	phrases in either G	Compose melodies	quavers, dotted minims,	chordal accompaninent.	choruar accompaninent.
enhance with rhythmic	major or E minor or a	made from pairs of	minims and semibreves.	Compose a ternary piece;	Compose a ternary piece;
or chordal	key suitable for the	phrases in either G	mining and semipreves.	use available music	use available music
			Doutoursing	software/apps to create	
accompaniment.	instrument chosen and	major or E minor or a	Performing		software/apps to create
Compass a torrar	enhance with rhythmic	key suitable for the	Instrumental Performance	and record it, discussing	and record it, discussing
Compose a ternary	or chordal	instrument chosen and	Play a melody following	how musical contrasts are	how musical contrasts are
piece; use available	accompaniment.	enhance with rhythmic	staff notation written on	achieved.	achieved.
music software/apps to		or chordal	one stave and using notes		
create and record it,	Compose a ternary	accompaniment.	within an octave range	Read and use standard	Read and use standard
discussing how musical	piece; use available		(do-do); make decisions	notation to include using	notation to include using
contrasts are achieved.	music software/apps to	Compose a ternary	about dynamic range,	dotted crotchets,	dotted crotchets,
	create and record it,	piece; use available	including very loud (ff),	crotchets, semiquavers,	crotchets, semiquavers,
Read and use standard	discussing how musical	music software/apps to	very quiet (pp), moderately	quavers, dotted minims,	quavers, dotted minims,
notation to include using	contrasts are achieved.	create and record it,	loud (<i>mf)</i> and moderately	minims and semibreves.	minims and semibreves.
dotted crotchets,		discussing how musical	quiet (mp).		
crotchets, semiquavers,	Read and use standard	contrasts are achieved.		Performing	Performing
quavers, dotted minims,	notation to include		Accompany a melody using	Instrumental	Instrumental
minims and semibreves.	using dotted crotchets,	Read and use standard	block chords or a bass line.	Performance	Performance
	crotchets, semiquavers,	notation to include	(This could be done using	Play a melody following	Play a melody following
Performing	quavers, dotted minims,	using dotted crotchets,	keyboards, tuned	staff notation written on	staff notation written on
Instrumental	minims and semibreves.	crotchets, semiquavers,	percussion or tablets, or	one stave and using notes	one stave and using notes
Performance		quavers, dotted	demonstrated at the board	within an octave range	within an octave range
Play a melody following	Performing	minims, minims and	using an online keyboard).	(do-do); make decisions	(do-do); make decisions
staff notation written on	Instrumental	semibreves.		about dynamic range,	about dynamic range,
one stave and using	Performance		Engage with others	including very loud (ff),	including very loud (ff),
notes within an octave	Play a melody following	Performing	through ensemble playing	very quiet (pp),	very quiet (pp),
range (do–do); make	staff notation written	Instrumental	taking on melody or	moderately loud (mf) and	moderately loud (mf) and
decisions about dynamic	on one stave and using	Performance	accompaniment roles. The	moderately quiet (mp).	moderately quiet (mp).
, range, including very	notes within an octave	Play a melody following	accompaniment, if	,, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	, , , , , , , , , , , , , , , , , , , ,
loud (ff), very quiet (pp),	range (do–do); make	staff notation written	instrumental, could be	Accompany a melody	Accompany a melody
moderately loud (<i>mf</i>)	decisions about	on one stave and using	chords or a single-note	using block chords or a	using block chords or a
and moderately quiet	dynamic range,	notes within an octave	bass line.	bass line. (This could be	bass line. (This could be
(mp).	including very loud (ff),	range (do–do); make		done using keyboards,	done using keyboards,
······································	very quiet (pp),	decisions about	Collect feedback from the	tuned percussion or	tuned percussion or
	moderately loud (<i>mf</i>)	dynamic range,	audience and reflect how	tablets, or	tablets, or
		~,			

Accompony	and madarately suist	including your land (ff)	future performance mi-L+	domonstrated at the	domonstrated at the
Accompany a melody	and moderately quiet	including very loud (ff),	future performances might	demonstrated at the	demonstrated at the
using block chords or a	(mp).	very quiet (pp) ,	be different.	board using an online	board using an online
bass line. (This could be		moderately loud (mf)		keyboard).	keyboard).
done using keyboards,	Accompany a melody	and moderately quiet	Discuss how the		
tuned percussion or	using block chords or a	(mp).	performance might change	Engage with others	Engage with others
tablets, or	bass line. (This could be		if it was repeated in a	through ensemble playing	through ensemble playing
demonstrated at the	done using keyboards,	Accompany a melody	larger/smaller	taking on melody or	taking on melody or
board using an online	tuned percussion or	using block chords or a	performance space.	accompaniment roles.	accompaniment roles. The
keyboard).	tablets, or	bass line. (This could be		The accompaniment, if	accompaniment, if
	demonstrated at the	done using keyboards,	Reading Notation	instrumental, could be	instrumental, could be
Engage with others	board using an online	tuned percussion or	Further understand the	chords or a single-note	chords or a single-note
through ensemble	keyboard).	tablets, or	differences between	bass line.	bass line.
playing taking on melody		demonstrated at the	semibreves, minims,		
or accompaniment roles.	Engage with others	board using an online	crotchets, guavers and	Collect feedback from the	Collect feedback from the
The accompaniment, if	through ensemble	keyboard).	semiguavers, and their	audience and reflect how	audience and reflect how
instrumental, could be	playing taking on		equivalent rests.	future performances	future performances
chords or a single-note	melody or	Engage with others	equivalent rests.	might be different.	might be different.
bass line.	accompaniment roles.	through ensemble	Identify the stave and	inght be unerent.	
bass inc.	The accompaniment, if	playing taking on	symbols such as the treble	Discuss how the	Discuss how the
Collect feedback from	instrumental, could be	melody or	clef, the name of the notes	performance might	performance might
the audience and reflect	chords or a single-note	accompaniment roles.	on lines and in spaces, bar	change if it was repeated	change if it was repeated
how future	bass line.			in a larger/smaller	in a larger/smaller
	bass line.	The accompaniment, if	lines, a flat sign and a sharp		
performances might be	Calle at fa adha al, fuana	instrumental, could be	sign.	performance space.	performance space.
different.	Collect feedback from	chords or a single-note	Funther developments and the	Develop a Metadolo a	Developer Networks
	the audience and reflect	bass line.	Further develop the skills	Reading Notation	Reading Notation
Discuss how the	how future		to read and perform pitch	Further understand the	Further understand the
performance might	performances might be	Collect feedback from	notation within an octave	differences between	differences between
change if it was	different.	the audience and	(e.g. C–C/ do–do).	semibreves, minims,	semibreves, minims,
repeated in a		reflect how future	Read and play confidently	crotchets, quavers and	crotchets, quavers and
larger/smaller	Discuss how the	performances might be	from rhythm notation	semiquavers, and their	semiquavers, and their
performance space.	performance might	different.	cards and rhythmic scores	equivalent rests.	equivalent rests.
	change if it was		in up to 4 parts that		
Reading Notation	repeated in a	Discuss how the	contain known rhythms	Identify the stave and	Identify the stave and
Further understand the	larger/smaller	performance might	and note durations.	symbols such as the treble	symbols such as the treble
differences between	performance space.	change if it was		clef, the name of the	clef, the name of the
semibreves, minims,		repeated in a	Read and play from	notes on lines and in	notes on lines and in
crotchets, quavers and	Reading Notation	larger/smaller	notation a four-bar phrase,	spaces, bar lines, a flat	spaces, bar lines, a flat
semiquavers, and their	Further understand the	performance space.	confidently identifying	sign and a sharp sign.	sign and a sharp sign.
equivalent rests.	differences between		note names and durations.		
	semibreves, minims,	Reading Notation		Further develop the skills	Further develop the skills
Identify the stave and	crotchets, quavers and	Further understand the		to read and perform pitch	to read and perform pitch
symbols such as the	semiguavers, and their	differences between		notation within an octave	notation within an octave
treble clef, the name of	equivalent rests.	semibreves, minims,		(e.g. C–C/ do–do).	(e.g. C–C/ do–do).
the notes on lines and in		crotchets, guavers and		Read and play confidently	Read and play confidently
spaces, bar lines, a flat	Identify the stave and	semiquavers, and their		from rhythm notation	from rhythm notation
sign and a sharp sign.	symbols such as the	equivalent rests.		cards and rhythmic scores	cards and rhythmic scores

	treble clef, the name of		in up to 4 parts that	in up to 4 parts that
Further develop the	the notes on lines and	Identify the stave and	contain known rhythms	contain known rhythms
skills to read and	in spaces, bar lines, a	symbols such as the	and note durations.	and note durations.
perform pitch notation	flat sign and a sharp	treble clef, the name of		
within an octave (e.g. C–	sign.	the notes on lines and	Read and play from	Read and play from
C/ do-do).		in spaces, bar lines, a	notation a four-bar	notation a four-bar
Read and play	Further develop the	flat sign and a sharp	phrase, confidently	phrase, confidently
confidently from rhythm	skills to read and	sign.	identifying note names	identifying note names
notation cards and	perform pitch notation		and durations.	and durations.
rhythmic scores in up to	within an octave (e.g.	Further develop the		
4 parts that contain	C–C/ do–do).	skills to read and		
known rhythms and	Read and play	perform pitch notation		
note durations.	confidently from	within an octave (e.g.		
	rhythm notation cards	C–C/ do–do).		
Read and play from	and rhythmic scores in	Read and play		
notation a four-bar	up to 4 parts that	confidently from		
phrase, confidently	contain known rhythms	rhythm notation cards		
identifying note names	and note durations.	and rhythmic scores in		
and durations.		up to 4 parts that		
	Read and play from	contain known rhythms		
	notation a four-bar	and note durations.		
	phrase, confidently			
	identifying note names	Read and play from		
	and durations.	notation a four-bar		
		phrase, confidently		
		identifying note names		
		and durations.		