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| **Year 1 Curriculum Overview** | | | | | | | | | | | |
| **Subject** | **Autumn Term 1** | | **Autumn Term 2** | | **Spring Term 1** | | **Spring Term 2** | **Summer Term 1** | | | **Summer Term 2** |
| **Spoken language** | **Spoken language is developed across the curriculum and underpins the development of reading and writing. When reading aloud to a range of audiences, children should use punctuation to determine intonation and expression**. | | | | | | | | | | |
| Pupils are taught to speak clearly and confidently in front of their class, retell a well-known story and remember main characters, hold attention when playing with others, keep to the main topic when talking in a group, ask questions to get more information, start a conversation with an adult known well or with friends, listen carefully to the things other people have to say, join in conversations and join in with role play. | | | | | | | | | | |
| **Reading – word reading** | Respond speedily with the correct sound to grapheme for the 44 phonemes  Recognise and use the different ways of pronouncing the same grapheme; e.g. *ow in snow and cow*  Read accurately by blending sounds in unfamiliar words  Read words containing *–s, -es, -ing, -ed, -er, -est* endings  Split two and three syllable words into the separate syllables to support blending for reading  Read words with contractions e.g. *I’m, I’ll, we’ll* and understand that the apostrophe represents the omitted letter  Automatically recognise approximately 150 high frequency words (see bottom)  Apply phonic knowledge for reading  Read aloud accurately books that are consistent with their developing phonic knowledge  Develop fluency, accuracy and confidence by re-reading books  Read more challenging texts using phonics and high frequency word recognition | | | | | | | | | | |
| **Reading-**  **Comprehension** | **To establish an appreciation and love of reading and to gain knowledge across the curriculum children are encouraged to read fiction and non- fiction beyond those which they can read independently to develop knowledge of themselves and the world in which they live. They regularly listen to a novel read aloud by the class teacher.** | | | | | | | | | | |
| Identifying and discuss the main events in stories  Making predictions based on what has been read so far  Identifying and discuss the main characters in stories  Recalling specific information in texts  Recognising and join in with language patterns and repetition  Use patterns and repetition to support oral retelling  Discussing the title and how it relates to the events  Reciting rhymes and poems by heart  Relating texts to own experiences  Retelling familiar stories in a range of contexts e.g. *small world, role play, storytelling*  Making predictions based on what has been read so far  Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how  Make personal reading choices and explain reasons for choices  Introducing and discussing key vocabulary  Activating prior knowledge e.g. *what do you know about minibeasts?*  Checking that texts make sense while reading and self-correct  Taking turns Giving opinions and supporting with reasons e.g. *Hansel was clever when he put stones in his pocket.*  Explaining clearly their understand both the books they can already read accurately and fluently and those that they listen to by:  Checking that texts make sense while reading and self-correct  Making predictions based on what has been read so far  Make basic inferences about what is being said and done  Taking turns Giving opinions and supporting with reasons  Checking that texts make sense while reading and self correct  Making predictions based on what has been read so far  Make basic inferences about what is being said and done  Explaining clearly their understanding of what is read to them  Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how  Checking that texts make sense while reading and self-correct  Make basic inferences about what is being said and done  Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how in the whole story e.g. *Peace at Last by Jill Murphy*  Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how  understanding of what is read to them  Participating in discussion about what is read to them, taking turns and listening to what others say Listening to what others say. | | | | | | | | | | |
| **Writing Composition** | Orally compose every **sentence** before writing  Re-read every **sentence** to check it makes sense  Orally plan and rehearse ideas  Sequence ideas/events in order  Use formulaic phrases to open and close texts  Use familiar plots for structuring the opening, middle and end of their stories  Write in different forms with simple text type features e.g. *instructions, narratives, recounts, poems, information texts*  Discuss their writing with adults and peers  Read aloud their writing to adults and peers | | | | | | | | | | |
| **Spelling - Phonics** | Pupils will learn to read and spell the Year 1 common exception words that are frequently read and used when writing through a broad range of activities in English learning journeys. | | | | | | | | | | |
| Vowels  A – a as in cat  AE – a-e, a, ai, ay, ea, ei, ey, aigh, eight  AIR – air, ear, are, ere  AR – ar, a, al  E – e, ea, ai, ie  EE – ee, ea, e, ie, ey, y, e-e, ei, i  ER – er, ir, ur, or, ar, ear  I – i, y  IE- i-e, i, ie, y, igh  O – a, o  OE – o-e, o, oa, oe,ow, ou, ough  OO – o, oo. ou, u, ue, oe, ui, ough  OO – oo, oul, u  OR – a, ar, aw,al, au, augh, or, ore, oar, our, oor, ough  OW – ow, ou,  OY- oy, oi, ough  U – u, ou, o  UE – u-e, u, ue, ew  SCHWAS – the, about, ended, button, curtain, joker, colour, collar | | | | | Consonants  B – b, bb  CH – ch, tch  D – d, dd, ed  F – f, ff, ph, gh  G – g, gg, gh  H – h, wh  J - j, g, ge, dge  K – c, k , ck, ch, cc  L – l, ll, el, le, al, il  M – m, mm, mn, mb  N – n, nn, kn, gn, ne  NG – n, ng  P – p, pp  R – r, rr, wr, rh  S – s, ss, c, ce, se, ce  SH – sh, ch  T – t, tt, bt  TH – as in then/thin  V – v, ve  W – w, wh  X – as in box/exam  Y - y  Z – z, zz, ze, s, se, ss  ZH – s, z | | | | | |
| **Grammar and Punctuation** | Capital letters.  Capitals and full stops.  Capitals for names.  Mixed skills.  Combining words to make sentences.  Days of the week. | Using and.  Mixed skills.  Question marks.  Nouns.  Plurals.  Suffixes (ing).  Capitals for months | | Plurals.  Mixed skills.  Suffixes – ed  Exclamation marks and question marks.  Questions.  Mixed skills. | | Suffixes – er est.  Plurals.  Capital letters.  Capital letters and fullstops.  Prefix – UN.  Separate words with spaces. | | | Capital letters and full stops.  Using and.  Adding un.  Mixed skills.  Suffixes – ed ing er | x | |
| **Handwriting** | Hold a pencil with an effective grip  Form lower-case letters correctly  starting and finishing in the right place, going the right way round, correctly oriented  Have clear ascenders (‘tall letters’) and descenders (‘tails’)  Form capital letters correctly | | | | | | | | | | |

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| **Maths** | **Number and Place Value to 10**  Sort objects  Count objects  Represent objects  Count, read and write forwards from any number 0 to 10  Count, read and write backwards from any number 0 to 10  Count one more  Count one less  One-to-one correspondence to start to compare groups  Compare groups using language such as equal, more/greater, less/fewer  Introduce <> and = symbols  Compare numbers  Order groups of objects  Order numbers  Ordinal numbers  The number line | **Geometry - shape**  Recognise and name 3D shapes  Sort 3D shapes  Recognise and sort 2D shapes  Sort 2D shapes  Patterns with 3D and 2D shapes    **Place Value**  Count forwards and backwards and write numbers to 20 in numerals and words  Numbers from 11 to 20  Tens and ones  Count one more and one less  Compare groups of objects  Compares numbers  Order groups of objects  Order numbers | **Number: Addition and Subtraction within 20**  Add by counting on  Find and make number bonds  Add making 10  Subtraction – not crossing 10  Subtraction – crossing 10  Related facts  Compare number sentences  **Place Value to 50**  Numbers to 50  Tens and ones  Represent numbers to 50  One more one less  Compare objects within 50  Compare numbers within 50  Order numbers within 50  Count in 2s | **Measurement: length and height**  Compare lengths and heights  Measure length (1) Measure length (2)  **Measurement – weight and volume**  Introduce weight and mass Measure mass Compare mass Introduce capacity and volume Measure capacity Compare capacity | **Number: Multiplication and Division**  Count in 10s  Make equal groups  Add equal groups  Make arrays  Make doubles  Make equal groups – grouping  Make equal groups - sharing  **Position and direction**  Describe turns  Describe position  **Number: Fractions**  Find a half  Find a quarter | **Place Value**  Counting to 100  Partitioning numbers  Comparing numbers  Ordering numbers  One more, one less  **Measurement: Money**  Recognising coins  Recognising notes  Counting in coins    **Time**  Before and after  Dates  Time to the hour  Time to the half hour  Writing time  Comparing time |

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| **Science** | During Science lessons, pupils will ask scientific questions, use simple equipment to make observations, carry out simple tests, identify and classify things and suggest what they have found. They will use simple data to answer questions. | | | |
| **Animals including Humans**  **Our Pets** | **Everyday Materials** | **Wonderful Weather** | **What’s growing in our gardens?** |
| Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense  Identify and name a variety of common animals that are carnivores, herbivores and omnivores (**not covered by Hamilton**) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rockDescribe the simple physical properties of a variety of everyday materialsCompare and group together a variety of everyday materials on the basis of their simple physical properties | Observe changes across the four seasons.  Observe and describe weather associated with the seasons and how day length varies. | Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Identify and describe the basic structure of a variety of common flowering plants, including trees. |

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| **Topic**  **History and Geography** | Our Linked Learning enquiry curriculum supports children to develop their key skills in History and Geography. These can then be transferred into other situations. Art and Design and Design Technology are taught alongside these themes to further develop cross-curricular links. ICT, applied Maths and Literacy skills are also developed alongside each enquiry. | | | | | | | |
| **Explorers - artic adventure and pirates** | | **Then and Now** | | **Let’s explore the UK - Twinkl** | | **Our amazing world (planbee)** | |
| (Unit – pirates – various sources online)  To use a map to show places the pirates came from and visited.  Look at famous pirates from the past, why people acted in the past as they did.and how their actions have influenced life today.  Recount stories from the past about pirates and their lives.  Place ships in order of chronology and discuss similarities and differences between them.  Through studying a pirate ship internally and externally, recognise that their own lives are different from people in the past.  Discuss modern day pirates  And the similarities and differences with pirates from history.  Shows knowledge and understanding of aspects of past beyond living memory  By recalling facts learnt during this topic. | (Unit - childhood of the past on Plan Bee)  To find out which toys were played with in the past and compare to the toys available today.  To discuss and sequence different children’s crazes over time  To investigate and identify how homes have  changed over time. Looking at the materials used and the features included.  To compare how school has changed over time through looking at old photographs and speaking to other generations  To compare what children wore in different times by comparing parents childhood clothing to own.  To find out about children’s entertainment and how it has changed. Looking at packaging, materials used to make to toys, how toys move, themed toys ie Harry Potter  Potential visit to Milton Keynes Museum | Use globes and maps to Identify the seven continents of the world.  Find UK on a map and discuss the 4 countries it is made up of. Look at the different between town and country.  Learn about each of the countries. Have an understanding of the capital city, languages spoken there, tourist attractions, flags and symbols associated with the country.  Study aerial photos to identify physical and human features.  Complete a case study on London. | | | Discuss the difference between European and non-European countries.  Study in turn France, China, Australia, Kenya, USA, Brazil and Antarctica. look at physical and human features of countries in and outside of Europe.  Discuss the similarities and differences relating to climate, landscape, vegetation, produce, currency, entertainment, food eaten, language spoken and tourist attractions. | |  |
| **Art and Design** | **Colour Chaos** | | **Lowry** | | | Earth art (planbee) | | |
| Mix colours  Create art works with the colours they have mixed  Mix secondary colours  Mix shades  Mix tints  Decide if colours are warm or cool | | Mix paint in Lowry colours  Paint a seascape  Draw simple buildings  Find matchstick people in the paintings  Draw matchstick people  Compare paintingscoment on Lowrys colours and paintings  Talk about Lowrys matchstick people and suggest what they are doing  Draw matchstick people in action  Assemble a collage | | | Exploring how indigenous people paint on rocks before painting their own ‘pet rocks’ or painting rocks to tell a story.  2 Exploring and creating sculptures made from sticks and twigs.  3 Looking at examples of rangoli patterns and exploring how to create animal pictures with leaves.  4 Exploring what weaving is and how it works before learning to weave with a variety of natural materials.  5 Investigating mandalas and exploring and creating mandalas using natural materials.  6 Exploring the art of collage before using a variety of natural materials to create a collage. | | |
| **Design and Technology** | Pirate drink and hard tack biscuits  WOW – pirate day | | Sew a teddy | | Build a birds nest | | | |
| Pupils should select from and use a range of tools and equipment to perform practical tasks  Pupils should evaluate their ideas and products against design criteria.  Pupils should select from and use a wide range of ingredients | | pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.  Pupils should be taught to design purposeful, functional, appealing products for themselves and other users based on design criteria .  Pupils should generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups.  Pupils should select from and use a range of tools and equipment to perform practical tasks Pupils should select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Pupils should explore and evaluate a range of existing products  Pupils should evaluate their ideas and products against design criteria. | | | Pupils should build structures, exploring how they can be made stronger, stiffer and more stable.  Pupils should select from and use a range of tools and equipment to perform practical tasks Pupils should select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Pupils should explore and evaluate a range of existing products  Pupils should evaluate their ideas and products against design criteria. | | |
| **Computing** | **We are treasure hunters** | **We are TV chefs** | **We are painters** | **We are collectors** | | **We are storytellers** | | **We are celebrating** |
| Understand that a programmable toy can be controlled by inputting a sequence of instructions  Develop and record sequences of instructions as an algorithm  Program the toy to follow their algorithm  Debug their programs  Predict how their programs will work. | Break down a process into simple, clear steps, as in an algorithm  Use different features of a video camera  Use a video camera to capture moving images  Develop collaboration skills  Discuss their work and think about how it could be improved. | Use the web safely to find ideas for an illustration  Select and use appropriate painting tools to create and change images on the computer  understand how this  Use of ICT differs from using paint and paper  Create an illustration for a particular purpose  Know how to save, retrieve and change their work  Reflect on their work and act on feedback received. | Find and use pictures on the web  Know what to do if they encounter pictures that cause concern  Group images on the basis of a binary (yes/no) question  Organise images into more than two groups  according to clear rules  Sort (order) images according to some criteria  Ask and answer binary (yes/no) questions about their images. | | Use sound recording equipment to record sounds  Develop skills in saving and storing sounds on the computer  Develop collaboration skills as they work together in a group  Understand how a talking book differs from a paper-based book  Talk about and reflect on their use of ICT  Share recordings with an audience. | | Develop basic keyboard skills, through typing and formatting text  Develop basic mouse skills  Use the web to find and select images  Develop skills in storing and retrieving files  Develop skills in combining text and images  Discuss their work and think about whether it could be improved. |
| **PSHCE** | **Me & My Relationships** | **Valuing Difference** | **Keeping Myself Safe** | **Growing & Changing** | | **Being My Best** | | **Rights & Responsibilities** |
| Feelings  Getting help  Classroom rules  Special people  Being a good friend. | Recognising, valuing & celebrating difference.  Developing respect & accepting others.  Bullying & getting help. | How our feeling can keep us safe – incl. online safety.  Safe & unsafe touches.  Medicine safety.  Sleep. | Getting help  Becoming independent  My Body parts  Taking care of self & others. | | Growth Mindset  Healthy eating  Hygiene & health  Co-operation | | Taking care of things:  Myself  My money  My environment |
| **Physical Education** | Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. | | | | | | | |
| Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  Participate in team games, developing simple tactics for attacking and defending  Perform dances using simple movement patterns. | | | | | | | |
| **Multi skills SASP lessons 1-6**  The ability to listen and observe  To show an awareness of space for themselves and of others  To move confidently, with imagination and in safety  To move fluently, changing direction and speed whist avoiding collisions  Use a range of small equipment  Move with control and coordination  Recognise the changes that happen to their bodies when they are active  Handle equipment with control | **Dance – Weather Y1 P2 CSOW**  To move in a controlled manner, at different speeds and directions, using different levels and strengths.  To be able to respond appropriately to a range of stimuli and accompaniments. | **Gymnastics- Move and Hold YR**  **P2 CSOW**  To develop control and co-ordination in large and small movements  To move confidently in a range of ways, safely negotiating space and handle equipment effectively.  To play co- operatively, taking turns with others, follow instructions involving several ideas or actions.  To work as part of a group and understand and follow the rules. | **Dance – Moving Words Y1**  **P1 CSOW**  To develop skills of travelling, turning and stillness.  To change shape, size, direction, level, speed and actions, using words as the stimuli. | | **Dance – Toys YR P2 CSOW**  To move in a controlled manner, at different speeds and directions, using different levels.  To create, practise, remember and perform simple movement phrases.  To be able to talk about their movements and the movements of others. | | **Multi skills SASP lessons 7 – 12**  To move with confidence, increased control and coordination  To watch, copy and describe what others are doing, recognise movements  To show an awareness of space, of themselves and others  To recognise the changes that happen to their bodies when they are active  To use a range of small equipment, handle equipment with control  To repeat and link bounces  To work collaboratively with a partner  To explore and use skills, actions and ideas, and remember and repeat them |
|  | **Gymnastics - Rock n Roll Y1 P2 CSOW**  To develop fundamental movement skills  To extend agility, balance and coordination  To engage in co-operative physical activities.  To master basic jumping actions | **Games –Fundamentals Y1 Unit 1 CSOW**  To develop control and co-ordination in large and small movements, move confidently in a range of ways, safely negotiating space and handle equipment effectively.  To play co- operatively, taking turns with others, follow instructions involving several ideas or actions.  To work as part of a group and understand and follow the rules. | **Games -Fundamentals Y1 Unit 2 P1 CSOW**  To refine the skills of running successfully, change directions, and develop side stepping.  To throw, catch and aim on the move. | **Team Building**  **(OAA SASP)**  To interact within groups and following instruction.  To work effectively in small groups.  To have confidence and trust in partners and members of the group To physically support each other.  To find their own solutions to problems.  To listen to everyone’s ideas and suggestions.  To use good lifting and handling techniques.  To record what they observe.  To work effectively with a partner and communicate effectively.  To maintain focus until their individual task is completed.  To plan a route and make decisions  To recognise places and learn what a map is  To follow a basic route and be able to set a map to the ground. | | **Invasion Games**  To understand what is expected of me in a P.E lesson.  To show control when dribbling.  To pass accurately.  To understand defence and attack – to play in a team.  To show how to catch a ball correctly  To pass the ball accurately  To understand how to score | | **Athletics (SASP)**  To improve the quality of the techniques they use for particular running activities.  To choose skills and equipment to help them meet the challenges they are set.  To consolidate quality and consistency of the techniques they use for running.  To recognise & describe what their bodies feel like during different types of activity.  To improve the quality, of the techniques they use for jumping  To consolidate quality and consistency of the techniques they use for jumping.  To improve the quality, range and consistency of the techniques they use for throwing.  To improve the quality & consistency of the techniques they use for throwing. |

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| **RE** | **1:1 What do Christians believe God is like?** | **1:2 Why does Christmas matter to Christians? How and why do we celebrate special times?** | **1:3 Who is Jewish? What do Jews believe?**  **This is a double unit (12 lessons) also Summer 1** | **1:5 Why does Easter matter to Christians?** | **1.4: Who is Muslim? What do they believe and how do they live? (God/tawhid/ibadah/iman**) | **1:6 What makes places significant? What makes some places sacred to believers?** |
| |  | | --- | | **Make sense of belief** Identify what a parable is.  Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.  Give clear, simple accounts of what the story means to Christians.  **Understand the impact**  Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying ‘sorry’, by seeing God as welcoming them back, by forgiving others). Give an example of how Christians put their beliefs into practice in worship (e.g. by saying ‘sorry’ to God).  **Make connections**  Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.  Give a reason for the ideas they have and the connections they make. | | **Make sense of belief**  Recognise that stories of Jesus’ life come from the Gospels.  Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians.  **Understand the impact**  Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.  **Make connections**  Think, talk and ask questions about Christmas for people who are Christians and for people who are not.  Decide what they personally have to be thankful for, giving a reason for their ideas. | **Making sense of belief**  Recognise the words of the Shema as a Jewish prayer.  Retell simply some stories used in Jewish celebrations (e.g. Hanukkah or Pesach).  Give examples of how  the stories used in celebrations (e.g. Shabbat, Pesach) remind Jews about what God is like, talking about beliefs and the Torah.  **Understanding the impact.**  Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Hanukkah, Pesach).  Make links between Jewish ideas of God found in the stories of the Torah and how people live.  Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).  **Making connections**  Ask some questions about what Jewish people celebrate and why.  Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people.  Give a good reason for their ideas about whether any of these things are good for them too. | |  | | --- | | **Make sense of belief**  Recognise that incarnation and salvation are part of a ‘big story’ of the Bible .  Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation (Jesus rescuing people).  Recognise that Jesus gives instructions about how to behave.  **Understand the impact**  Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter. |   **Make connections**  Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. | **Make sense of belief**  recognise the words of the Shahadah and that it is very important for Muslims.  Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. Give examples of how stories about the Prophet Muhammad show what Muslims believe about him.  **Understand the impact**,  Give examples of how Muslims use the Shahadah to show what matters to them.  Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) .  Give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using subhah beads)  **Make connections**  think, talk about and ask questions about Muslim beliefs and ways of living. Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.  Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too | **Make sense of belief**  Recognise that there are special places where people go to worship, and talk about what people do there.  Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean.  Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.  **Understand the impact.**  Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe.  Give simple examples of how people worship at a church, mosque or synagogue.  Talk about why some people like to belong to a sacred building or a community.  **Make connections**  Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas.  Talk about what makes some places special to people, and what the difference is between religious/ |
| **Music** | **Exploring sounds** – develops the children’s ability to identify different sounds expressively in response to a stimulus.  **Exploring duration** – develops the children’s ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sounds. | | **Exploring pulse and rhythm** – develops children’s ability to recognise the difference between pulse and rhythm and to perform with a sense of pulse.  **Exploring pitch** – develops the children’s ability to discriminate between higher and lower sounds and to create simple melodic patterns | | **Exploring instruments and symbols –** develops children’s ability to recognise different ways sounds are made and changed and to name and know how to play  **Exploring timbre, tempo and dynamics –** develop children’s ability to recognise how sounds and instruments can be used expressively and combined to create music in response to a stimulus | |
| **Enrichment** | Sports festival  Soup making  Harvest festival  Nativity  Apple pressing day  Open classroom  Pantomime (every other year) | | Sports festival  Creative arts day  World book day  Open classroom  Read and rugby  Culture day | | Sports festival  Sports day  Healthy living week  Whole school trip | |