

Yearly Overview					
Topic Name and Curriculum Driver					
If you go down to the woods today...	Funnybones	Transport	Farming and our local area	Peter Rabbit and friends	Our sea at Haverigg
Year 1 National Curriculum Objectives					
READING					
In Reception and KS1, reading and phonic skills are taught through Read Write Inc. We strive to foster a lifelong love of reading. Reading is a priority in our school and it is promoted across the curriculum. Children are given regular opportunities for independent reading and hearing quality texts are read aloud every day.					
WRITING					
Handwriting will be taught explicitly for the first 2 weeks of this half term and then will continue weekly. Talk through stories – Room on the broom and The Koala that Could	<u>Drawing Club/Curious Quests based planning</u> Character descriptions Setting descriptions Adventure time scenarios Autumn/Winter	<u>Drawing Club/Curious Quests based planning</u> Character descriptions Setting descriptions Adventure time scenarios Flying/Transport	<u>Drawing Club/Curious Quests based planning</u> Character descriptions Setting descriptions Adventure time scenarios Retelling Stories Farming Talk for Writing The Sheep and The Goat	<u>Drawing Club/Curious Quests based planning</u> Character descriptions Setting descriptions Adventure time scenarios Retelling Stories Instructions Beatrix Potter and Planting	<u>Drawing Club/Curious Quests based planning</u> Character descriptions Setting descriptions Adventure time scenarios Retelling Stories Summer
<u>Drawing Club/Curious Quests based planning</u> Character descriptions Setting descriptions Adventure time scenarios Based on Traditional Tales Talk For Writing Little Red Riding Hood	<u>Vocabulary, Grammar and Punctuation</u> I can use simple sentence structures. I can use adjectives. I can use finger spaces. I can use full stops to end sentences. I can use the joining word (conjunction) ‘and’ to link ideas and sentences.	<u>Vocabulary, Grammar and Punctuation</u> I can use simple sentence structures. I can use adjectives. I can use finger spaces. I can use full stops to end sentences. I can use the joining word (conjunction) ‘and’ to link ideas and sentences.	<u>Vocabulary, Grammar and Punctuation</u> I can use simple sentence structures. I can use adjectives. I can use finger spaces. I can use full stops to end sentences. I can use the joining word (conjunction) ‘and’ to link ideas and sentences.	<u>Vocabulary, Grammar and Punctuation</u> I can use simple sentence structures. I can use adjectives. I can use finger spaces. I can use full stops to end sentences. I can use the joining word (conjunction) ‘and’ to link ideas and sentences.	<u>Vocabulary, Grammar and Punctuation</u> I can use simple sentence structures. I can use adjectives. I can use finger spaces. I can use full stops to end sentences. I can use the joining word (conjunction) ‘and’ to link ideas and sentences.

			I can use capital letters for names, places, the days of the week and the personal pronoun 'I'.	I can use capital letters for names, places, the days of the week and the personal pronoun 'I'. I can begin to use question marks and exclamation marks.	week and the personal pronoun 'I'. I can begin to use question marks and exclamation marks. I can use grammatical terminology when talking about my writing.
Composition: - I can say out loud what I am going to write about. - I can make up a sentence by speaking it before I write it. - I can put my sentences in order to write a short story or piece of writing. - I can read what I have written to check that it makes sense. - I can talk about my writing with my teacher or classmates. - I can read my writing out loud so that others can hear and understand me.			Handwriting: - Hand writing will be taught explicitly in the first 2 weeks of the Autumn term and then on a weekly basis throughout the year. - I can sit correctly at a table and hold my pencil properly and comfortably. - I can start and finish my lower-case letters in the correct place and write them the right way round. - I can form capital letters correctly. - I can write the digits from 0 to 9. - I can group letters that are written in similar ways (letter families) and practise them.		Spelling: - I can spell words with the 40+ sounds (phonemes) I have learned. - I can spell common exception words (like <i>said, the, was</i>). - I can spell the days of the week. - I can say the letters of the alphabet in order. - I can use letter names to help me choose the right spelling for sounds that sound the same. - I can add –s or –es to make a noun plural or to show someone doing something (e.g. cat → cats, wish → wishes). - I can add –s or –es to verbs in the third person (e.g. he runs, she watches). - I can use the prefix un– to change the meaning of words (e.g. kind → unkind). - I can add –ing, –ed, –er, and –est to root words when the spelling doesn't change (e.g. help → helping, helped, helper). - I can follow simple spelling rules and guidance from what I've been taught. - I can write simple sentences from memory that my teacher says out loud, using the sounds and tricky words I've learned.

MATHS

Ongoing throughout the year: Children will take part in weekly mastering number sessions.

Place Value - count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 10 in numerals; - identify one more and one less of a given number - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - read and write numbers from 1 to 10 in numerals and words Shape - recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles	Addition and Subtraction within 10 - read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - represent and use number bonds and related subtraction facts within 10 - add and subtract one-digit and two-digit numbers to 10, including zero - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 =? – 9 Height and length - compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half Time	Place Value - count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 20 in numerals; - identify one more and one less of a given number - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - read and write numbers from 1 to 20 in numerals and words Addition and Subtraction within 20 - read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	Place Value - count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 50 in numerals; - identify one more and one less of a given number - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - read and write numbers from 1 to 20 in numerals and words Mass and volume - compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than	Multiplication and Division - one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher Fractions - recognise, find and name a half as one of two equal parts of an object, shape or quantity - recognise, find and name a quarter as one of four equal parts of an object, shape or quantity Position, direction and movement - describe position, direction and movement, including whole, half, quarter and three-quarter turns	Place Value to 100 - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals; - identify one more and one less of a given number - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - read and write numbers from 1 to 100 in numerals and words Time
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• recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres <u>Time</u> • recognise and use language relating to dates, including days of the week, weeks, months and years	• sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening • recognise and use language relating to dates, including days of the week, weeks, months and years	• represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 10, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 =? – 9 <u>Time</u> • recognise and use language relating to dates, including days of the week, weeks, months and years	• compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter compare, describe and solve practical problems	<u>Money</u> • recognise and know the value of different denominations of coins and notes	• for time e.g. quicker, slower, earlier, later • measure and begin to record mass/weight • measure and begin to record capacity and volume • measure and begin to record capacity and volume • measure and begin to record time (hours, minutes, seconds) • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times •
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GEOGRAPHY

	<u>Where I live (Maps)</u> • Name and locate and identify characteristics of the four countries of the UK • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Where I live) • Use basic geographical vocabulary to refer to physical and human features • Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage • Use aerial photos and plan perspectives to recognise landmarks and basic human features • Devise a simple map and use and construct basic symbols in a key • Use simple fieldwork and observational skills to study the geography of its school and its grounds and the key humans and physical features of its surrounding environment		<u>Farming in the local area</u> • Name and locate and identify characteristics of the four countries of the UK • Use basic geographical vocabulary to refer to physical and human features • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Different farms) • Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage • Use aerial photos and plan perspectives to recognise landmarks and basic human features • Devise a simple map and use and construct basic symbols in a key		<u>Improving Haverigg</u> • Name and locate the Name and locate and identify characteristics of the four countries of the UK • Name and locate the worlds 7 continents and 5 oceans • Use basic geographical vocabulary to refer to physical and human features • Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage
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HISTORY						
History: Enquiry Question: Why did the Fire of London spread so quickly? Hi1/1.2 events beyond living memory that are significant nationally or globally e.g. the Great Fire of London , the first aeroplane flight or events commemorated through festivals or anniversaries		History: Enquiry Question: How did we learn to fly? Hi1/1.2 events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. Significant people – Bessie Coleman Amelia Earhart and Neil Armstrong		History: Enquiry Question: How am I making history? Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		
SCIENCE						
WORKING SCIENTIFICALLY *asking simple questions and recognising that they can be answered in different ways * observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions * gathering and recording data to help in answering questions			KEY SKILLS *Ask simple questions *Recognise that questions can be answered in different ways *Observe closely, using simple equipment *Perform simple tests Identify and classify *Record and communicate their findings in a range of ways and begin to use simple scientific language *Gather and record data to help answer questions *Use their observations and ideas to suggest answers to simple questions			
Seasons I can observe changes across the 4 seasons; I can observe and describe weather associated with the seasons and how day length varies. Humans: I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Animals: I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; () Plants: I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees; I can identify and describe the basic structure of a variety of common flowering plants, including trees	Animals including Humans I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Seasons I can observe changes across the 4 seasons; I can observe and describe weather associated with the seasons and how day length varies. TAPS Evaluate <i>I can use my observations and ideas to suggest answers to questions.</i> Body Parts	Everyday Materials I can distinguish between an object and the material from which it is made; I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock; I can describe the simple physical properties of a variety of everyday materials; I can compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasons I can observe changes across the 4 seasons; I can observe and describe weather associated with the seasons and how day length varies.	Animals including Humans I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; I can identify and name a variety of common animals that are carnivores, herbivores and omnivores; I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets); Seasons I can observe changes across the 4 seasons; I can observe and describe weather associated with the seasons and how day length varies. TAPS Interpret and Report	Plants: I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees; I can identify and describe the basic structure of a variety of common flowering plants, including trees. Seasons I can observe changes across the 4 seasons; I can observe and describe weather associated with the seasons and how day length varies. TAPS	Animals including Humans I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; I can identify and name a variety of common animals that are carnivores, herbivores and omnivores; I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets); Seasons I can observe changes across the 4 seasons; I can observe and describe weather associated with the seasons and how day length varies.	

<u>TAPS</u> <u>Observe and Measure</u> I can use my observations and ideas to suggest answers to questions. Shades of Colour What did we find? Which colour was most common? Which colour was hardest to find?	Can the children observe and name parts of the human body? Can the children use their observations to say which part of the body is associated with each sense?	<u>TAPS</u> <u>Ask questions and plan enquiry</u> I can ask questions and know they can be answered in different ways. Ways to test transparency Can children test whether materials are opaque or transparent? Can children compare materials on the basis of their transparency? Can children discuss different ways to test transparency? <u>Set up enquiry</u> I can do tests. Floating and Sinking Can children carry out a simple test? Can children use test results to group materials into those which float or sink?	I can name and group. Animal Classification Can the children name a variety of animals including fish, amphibians, reptiles, birds, mammals? Can the children classify animals according to different animal groups and/or what they eat?	<u>Observe and Measure</u> I can look closely, using equipment. Leaf looking Can children observe closely and make an accurate representation of a leaf that they have found?	<u>TAPS</u> <u>Record</u> I can collect and record data to help answer questions. Seasons throughout the Year Can children observe changes across the seasons? Can children record and discuss changes across the seasons?
ART					
Explore and Draw Discipline: Drawing, sketchbooks, collage Key Concepts: - That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. - That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. - That we can use the things we find to draw from, using close observational looking. - That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes. - We can use the way we arrange elements on the page, to create compositions which we like.	2 weeks Portraits – lines. Drawing and mark making. Juan Miro Discipline: Drawing, sketchbooks, Key Concepts: - That we can use a range of pens and pencils to make different lines - That we can be inspired by artists and that artists do not always see the world in the same way Medium pens and pencils if different type, thickness and colour Artist Juan Miro Simple Printmaking Discipline: Printmaking, Collage, Drawing Key Concepts: - That we can make a “plate” from which to “print” - That there is a relationship between plate and print: e.g. negative / positive. - That we can use print to create “multiples”	Explore Watercolour Disciplines: Painting (Watercolour) Key Concepts: - That watercolour paint has special characteristics. - That we can use the elements of surprise and accident to help us create art. - That we can develop our painting by reflecting upon what we see and adding new lines and shapes to help develop imagery. Themes: Exploration, Discovery Medium: Watercolour Artists: Paul Klee, Emma Burleigh	Be an Architect Disciplines: Architecture, Drawing, Sketchbooks, Collage, Making Key Concepts: - That architects design buildings and other structures which relate to our bodies and which enhance our environment. - That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures. - That we can use drawing as a way to help us process and understand other people’s work. - That we can use digital tools such as drones and film to inspire us. - That we can use our imaginations to make architectural models to explore	Flora and Fauna Disciplines: Drawing, PaintingCollage, Sketchbooks Key Concepts: - That artists can be inspired by the flora and fauna around them. - That we can use careful looking to help our drawing, and use drawing to help looking. - That we can use a variety of materials to make images, and that the images we make can become imaginative. - That we can create individual artwork, and that we can bring that artwork together to make a shared artwork. Medium: Handwriting pen, Graphite, Oil	Seascapes Disciplines: Painting , sketchbooks Key Concepts: - That artists sometimes use gestural brush marks to create expressive painting. - Expressive painting can be representational or more abstract. - Artists use brush marks to give texture to the painting. - Artists sometimes use colour intuitively and in an exploratory manner. - That we can enjoy, and respond to, the way paint and colour exist on the page. Medium: Oil pastel, acrylic paints Artists: Vincent Van Gogh

Themes: Natural Forms, Seasonal Changes, Patterns, Symmetry Medium: Graphite, Handwriting Pen, Brusho, Wax Resist Artists: Rosie James, Alice Fox Andy Goldsworthy	That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention. Medium: Paper, Printing Ink, Plasticine, Printing Foam		how we might design buildings relating to a particular need or stimulus. That we can use “Design Through Making” (some call it Make First) as a way to connect our imagination, hands and materials. Themes: Habitat, Community, Culture, Purpose Medium: Construction Materials Artists: Hundertwasser, Heatherwick Studios Local architects	pastel, watercolour paints, Paper & Collage Artists: Eric Carle, Beatrix Potter , Joseph Redoute, Jan Van Kessel	Playful Making Creativity medals Disciplines: Sculpture, Drawing Key Concepts: - That when we make art in 3 dimensions it is often called Sculpture. - That we can generate ideas through playful exploration. - That we can build understanding of the properties of materials through manipulation. - That making sculpture is a partnership between materials, ideas, hands and tools. - That we can reflect upon our intention when we see our ideas made physical. Theme: Transformation & Invention Medium: Construction Materials (card, paper, string, fabric)
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R. S. E: My Happy Mind

My Happy Mind: Meet Your Brain Celebrate My Happy Mind Places Showing respect and managing hurtful behaviour	My Happy Mind: Appreciate Relate Healthy Lifestyles Families and positive close relationships	My Happy Mind: Engage Shared responsibilities Communities Ourselves Growing and Changing Ourselves Growing and Changing - Transition	
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DESIGN TECHNOLOGY

D/T: Processes Cut, stick and shape. Make animals in continuous provision.	D/T: Processes Cut and Join with split pins in continuous provision. Making skeletons. Structures Day project. Invention challenge with scrap store recycled materials.	D/T: Processes Cut , stick and Join with split pins and treasury tags in continuous provision Mechanisms Day project Wheels and axels Making a moving car mobilo, lego and making with a box and recycled materials.	D/T: Processes Cut, stick, shape and join in continuous provision Food Day project Strive for Five Phunky Foods	D/T: Processes Cut, stick, shape and join in continuous provision Mechanisms and Textiles Day project Explore toys Making simple toys. Pop up Peter Rabbit.	D/T: Processes Cut, stick, shape and join sea creatures in continuous provision. Structures and Food Day project Den building and phunky foods with a picnic in the den
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COMPUTING AND ONLINE SAFTEY

<u>Computing:</u> Improving mouse skills Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Recognise common uses of information technology beyond school Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<u>Computing:</u> E-safety Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	<u>Computing:</u> Algorithms Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs	<u>Computing:</u> Digital Imagery Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school	<u>Computing:</u> Beebots Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs	
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PE

ONGOING THROUGHOUT THE YEAR
Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.

<u>Autumn 1:Gymnastics Unit 1</u> - Carry equipment safely. - Hurdle step take off. - Perform egg roll and log roll. - Explore body tension. - Linking movements. - Rock, spin, turn. - Move on, off, over. - Point balances h,y, front/back support <u>Autumn 1: Send & Return</u> - Sliding and receiving a ball/beanbag. - Explore different ways of sending a ball. - Moving towards and returning balls. - Scoring points against opposition. - Attempt to hit a ball. - Basic rally with slow moving objects (balloon). - Feeding the ball over a net. - Track balls. - Develop core strength to send objects from a sitting, kneeling, and standing position	<u>Autumn 2: Dance Unit 1</u> - Respond to a range of stimuli and types of music. - Explore space, direction, levels and speeds. - Experiment creating actions and performing movements with different body parts. - Able to build simple movement patterns from given actions. - Compose and link actions to make simple movement phrases. - Respond appropriately to supporting concepts such as canon and levels. <u>Autumn 2: Run, Jump, Throw - Unit 1</u> - Starting and stopping at speed. - Show power in run, use arms. - Take off on two feet. - Use leading arm to throw. - Compete in relay teams. - Perform agile movements. - Work for sustained periods of time. - Negotiate obstacles. - Jumping and bounding. - Run from different starting positions	<u>Spring 1: Attack, Defend, Shoot Unit 1</u> - Send to targets. - Catch and intercept. - Bounce ball to self. - Defend a target. - Attack and defend as a pair. - Communicate with partner. - Compete in a basic tournament 2v2 <u>Spring 1: Hit, Catch, Run Unit 1</u> - Use a range of throwing and rolling skills. - Return a ball to a base/zone. - Work with others to stop players scoring runs. - Self-feed and hit a ball. Run between bases to score points.	<u>Spring 2: Attack, Defend, Shoot Unit 2</u> - Send to targets. - Catch and intercept. - Bounce ball to self. - Defend a target. - Attack and defend as a pair. - Communicate with partner. Compete in a basic tournament 2v2 <u>Spring 2: Gymnastics Unit 2</u> - Carry equipment safely. - Hurdle step take off. - Perform egg roll and log roll. - Explore body tension. - Linking movements. - Rock, spin, turn. - Move on, off, over. - Point balances h,y, front/back support	<u>Summer 1: Dance Unit 2</u> - Respond to a range of stimuli and types of music. - Explore space, direction, levels and speeds. - Experiment creating actions and performing movements with different body parts. - Able to build simple movement patterns from given actions. - Compose and link actions to make simple movement phrases. - Respond appropriately to supporting concepts such as canon and levels. <u>Summer 1: OAA</u> - Follow simple instructions. - Recognise, remember, and match some symbols. - Perform physically challenging actions. - Follow a movement pattern with others. - Take part in competitive races and work with a partner. - Undertake simple speed stack arrangements.	<u>Summer 2: Hit, Catch, Run Unit 2</u> - Use a range of throwing and rolling skills. - Return a ball to a base/zone. - Work with others to stop players scoring runs. - Self-feed and hit a ball. - Run between bases to score points. <u>Summer 2: Run, Jump, Throw- Unit 2</u> - Starting and stopping at speed. - Show power in run, use arms. - Take off on two feet. - Use leading arm to throw. - Compete in relay teams. - Perform agile movements. - Work for sustained periods of time. - Negotiate obstacles. - Jumping and bounding. - Run from different starting positions
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RE					
	Expressions of Belief (Christianity) Theological Lens - What is the Christian Holy Book? - What do the Bible and Christian symbols teach about God, love, and salvation? Philosophical Lens - What do Christian artefacts, rituals, and practices communicate about values and identity? - Why might a Christian wear or carry a cross or say prayers? Human/Social Sciences Lens - What does a church look like and how is it used? - How are Christian beliefs lived out in daily life and special occasions?	Who is Jesus and why is he inspiring for some people? (Christianity) Theological Lens - Learn key stories from the Gospels about Jesus' life and teachings - Understand why Jesus is considered the Son of God and Messiah Philosophical Lens - What makes someone inspiring? - How did Jesus demonstrate love, courage, forgiveness, and truth? Human/Social Sciences Lens - How do Christians today follow Jesus' example? - How is Jesus remembered and celebrated in Christian festivals and worship?		What do Hindus Celebrate? (Hinduism) Theological Lens - Find out what Hindus believe about God, deities, and the cycle of life - Explore the symbolic and religious meaning of Hindu festivals like Divali and Ganesh Chaturthi Philosophical Lens - What values and moral lessons are expressed in Hindu festivals? - Why is family important in Hindu traditions? Human/Social Sciences Lens - Find out about special occasions in a Hindu childhood - Explore how Hindu communities celebrate Divali, Raksha Bandhan, and Ganesh Chaturthi in the UK and around the world	
Music					
All About Me (Pulse and Rhythm) National Curriculum - use their voices expressively and creatively by singing songs and speaking chants and rhymes - listen with concentration and understanding to a range of high-quality live and recorded music' - play tuned and untuned instruments musically - experiment with, create, select and combine sounds using the inter-related dimensions of music. Key Skills - Recognising and understanding the difference between pulse and rhythm.			Fairy Tales (Timbre & Rhythmic Patterns) National Curriculum - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - experiment with, create, select and combine sounds using the inter-related dimensions of music - listen with concentration and understanding to a range of high-quality live and recorded music' Key Skills		Under the Sea (Musical vocabulary) National Curriculum - listen with concentration and understanding to a range of high-quality live and recorded music' - use their voices expressively and creatively by singing songs and speaking chants and rhyme. - experiment with, create, select and combine sounds using the inter-related dimensions of music' - play tuned and untuned instruments musically. Key Skills

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• Describing the character, mood, or 'story' of the music they listen to (verbally or through movement) • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. • Combining instrumental and vocal sounds within a given structure. • Using their voices expressively to speak and chant. • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments. • Copying back short rhythmic and melodic phrases on percussion instruments Key Knowledge: • To know that rhythm means a pattern of long and short notes. • To know that pulse is the regular beat that goes through music. • To understand that the pulse of music can get faster or slower. • To know that a piece of music can have more than one section, e.g. a verse and a chorus. Vocabulary: Pulse, rhythm			• Recognising and understanding the difference between pulse and rhythm. • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes. • Describing the character, mood, or 'story' of music they listen to (verbally or through movement). • Describing the differences between two pieces of music. • Listening and responding to other performers by playing as part of a group. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music. • Copying back short rhythmic and melodic phrases on percussion instruments. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Key Knowledge: • To know that an instrument or rhythm pattern can represent a character in a story. • To know that my voice can create different timbres to help tell a story. • To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936. Vocabulary: Timbre, pulse, rhythm, syllables, strings, timpani, oboe Clarinet, bassoon, French horn, flute		• Recognising and understanding the difference between pulse and rhythm. • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes. • Describing the character, mood, or 'story' of music they listen to (verbally or through movement). • Describing the differences between two pieces of music. • Listening and responding to other performers by playing as part of a group. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music. • Copying back short rhythmic and melodic phrases on percussion instruments. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Key Knowledge: • To understand that pitch means how high or low a note sounds. • To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. • To know that music has layers called 'texture'. Vocabulary:
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						body percussion, dynamics, graphic score, instruments, pitch, seaside, sounds, tempo, timbre
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