TEMPLE SUTTON CURRICULUM

2026-2027

Introduction

This curriculum document provides an overview of the range of learning opportunities available to pupils throughout the Early Years Foundation Stage and their primary education at Temple Sutton. It is our aim to ensure that all pupils access high quality learning experiences that support the development of skills and knowledge, enabling them to achieve high standards and begin a lifelong love of learning. The document identifies the content of the curriculum for each year group, and is underpinned by carefully sequenced knowledge and skills, and details on approaches to teaching and learning.

The Intent of our Curriculum and Purpose of Education

The overarching purpose of education at Temple Sutton is to provide educational experiences and opportunities that inspire and enable students to CREATE a better future. We expect all students to live our core values in everything they do:



Be brave and be prepared to take risks.



Treat others the way you would like to be treated.



Understand and share how others are feeling.



Set goals, take responsibility and aspire to do great things.



Be resilient, persist with challenges and never give up.



Strive to be the best you can be.

Our curriculum is designed to provide all learners with the knowledge, skills and attitudes they need to lead **healthy**, **happy** and **fulfilled** lives. Subject leaders identify and sequence the **key knowledge and skills** which are essential aspects of their subject, and **reading** is integral to this; we want all students to be competent readers, able to use reading as a powerful tool for learning. Our curriculum also aims to encourage students to **value diversity**, **challenge stereotypes** and know what it means to be a **responsible citizen**.

Our curriculum map has been carefully constructed to ensure children's knowledge and understanding builds over time. Our subject leaders, including a number of specialists in our school, Trust and local secondary school, provide guidance and support to ensure that progression and outcomes are strong in every subject. Children are taught individual subjects discretely to ensure they develop skills and knowledge within each subject discipline, understanding what makes a 'geographer' or 'scientist'.

We block units together, so that children spend several weeks immersed in a unit and have the time to follow lines of enquiry after developing a core bank of knowledge. Linking learning to the world around them through visits, workshops and enquiry based on the children's own interests is vital; children's fascinations are piqued and interests broadened as they gain knowledge, ask questions and interrogate information they acquire. Children often work collaboratively to explore and problem solve, with challenges that serve to develop resilience, confidence and motivation to excel. Some subjects are taught by specialists during teachers' PPA sessions; children participate in music, PE, and French (for KS2) sessions that run on a weekly basis for the whole year. This model allows for a genuine depth of learning, supported by expert teaching and high expectations for outcomes.Units and enrichment experiences are designed to both reflect the diverse, urban context of our school community as well as broaden experiences beyond children's own lived reality.

Curriculum Expectations

Weekly Expectations

English: Writing	English: Reading	Mathematics	Physical Education (PE)
4 - 6 hours per week Including opportunities to write for different purposes, grammar lessons and a weekly spelling lesson	3 - 5 hours per week Including RWI, but not reading to support learning in other subjects	4 - 6 hours per week	1.5 - 2.5 hours per week

Half Termly Expectations

Art & Design	Computing	Design & Technology (DT)	Geography	History
5 - 8 hours per half term (Alternate with DT)	5 - 8 hours per half term	5 - 8 hours per half term (Alternate with Art)	5 - 8 hours per half term (Alternate with History)	5 - 8 hours per half term (Alternate with Geography
Science	**Personal, Social, & Health Education (PSHE)**	**Music**	**Religious Education (RE)**	**French (KS2 only)**
9 - 12 hours per half term	5 - 8 hours per half term	5 - 8 hours per half term	5 - 8 hours per half term	5 - 8 hours per half term

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The Reception Curriculum

Early Years Statutory Framework Development Matters	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me! 	Celebrations 	Journeys 	Superheroes in our Community 	Food,Glorious Food 	All creatures big and small! 
Books	We are Family by Patricia Hegarty The Great Big Book of Families by Mmary Hoffman Once there were Giants by Martin Waddell From Head to Toe by Eric Carle Peepo by Allan Ahlberg and Janet Ahlberg	The Little Red Hen Sparks in the Sky Mog's Christmas The First Christmas Twas the Night Before Christmas Binny's Diwali	Mr Gumpy's Motor Car by John Burningham Mr Gumpy's Outing by John Burningham The Train Ride by June Crebbin The Wheels on the Tuk Tuk by Kabir and Surishta Seghal We are going on a bear Hunt by Michael Rosen	Real life Superheroes by Julia Seal Topsy and Tim Meet the Police by Jean and Gareth Adamson Doctor (Busy People) by Ando Twin and Lucy George	Which food will you choose? By Claire Potter and Ailie Busby Oliver's Vegetables by Vivian French Jaspers Beanstalk by Nick Butterworth Where does my food come from? By Annabel Karmel Dumpling Day by Meera Sriram	The Hungry Caterpillar by Eric Carle Mad About Minibeasts by Giles Andrae Monkey Puzzle by Julia Donaldson Non-Fiction Texts about Animals and their Habitats
PSED	Our School Values: Courage - being brave and trying new things	Tolerating Delay Understand how others	Ambition and setting goals for ourselves	Zones of regulation: Blue: Sad, Red: Angry,	Strategies for self-regulation	Strategies for self-regulation

Courage Respect Empathy Ambition Tenacity Excellence

	Respect - looking after others and our things Empathy - thinking about how others may feel Ambition - learning new things Tenacity - keep trying even if things are tricky Excellence - being the best I can be Routines of the school day	are feeling. Understand how my actions can affect others	Embers: Talk about my feelings with descriptive vocabulary Understand how others are feeling. Understand how my actions can affect others	Yellow: Worrying, Green: Happy Turn Taking Games Negotiating in our play considering others feelings	Using words to resolve conflict Tolerating delay and developing patience Building Resilience The importance of being healthy	Using words to resolve conflict Tolerating delay and developing patience Building Resilience
Physical Development - Gross Motor (Outdoor)	Develop core strength Large movements e.g. painting, making marks. Collaborate and move large items. Choose resources - carry out own plan Negotiate space when outside. Holding poses (Curling up, stretching, Table, bridge, crab, kneeling) Different ways of travelling (hopping, jumping, skipping, log rolls, bottom walking etc)		Develop core strength Continue working on checkpoints for those necessary. Factors that support health and wellbeing		Negotiate space, obstacles safely Strength balance coordination when playing	
Physical Development - Gross Motor (PE)			Use range of apparatus inside and out Develop ball skills (Throwing, catching, kicking, passing, batting, aiming)		Move energetically - climbing (indoor equipment) Move energetically - running, jumping, hopping, skipping (field sports)	
Physical Development - Fine Motor	Regular fine motor activities, scissors skills, paint brush skills and cutlery skills					

	Patterns Writing Left to Right Anti-clockwise patterns	‘Down’ letters: l t b p k h i j m n r u y		‘Around’ letters: c a o d g q	‘Curly’ letters: e f s ‘Zigzag’ letters: v w z x	Revisit and application of handwriting
Maths (Number)	Subitising (‘seeing’ how many without having to count each one) up to 5 objects. Comparing amounts (more than, fewer than) Counting a group of objects accurately. Composition - How 3 and 4 can be made from other numbers.	Focus on the ‘five-ness of 5’ Comparison of sets by matching Use the language of comparison ‘more than, fewer than, an equal number’ Explore the concept of ‘whole’ and ‘part’ Verbal quantity beyond 20	Match numerals to quantities within 5, extending to quantities within 10. Ordinality of number- each number is 1 more than the previous number Focus on 6 and 7 as ‘5 and a bit’. Compare sets and use language of comparison e.g. more than, fewer than, equal, unequal.	Focus on ordering numbers to 8 using the 'staircase pattern'. Use language of 'less than'. Doubles- explore how some numbers can be made with 2 equal parts. Sorting numbers according to attributes- odd and even numbers	Counting larger sets and things that cannot be seen Subitising to 6 including in structured arrangements Composition of 5 and a bit Composition of 10 Comparison of numbers to 10	Have a deep understanding of numbers to 10 (Including number bonds to 10) To say if a number is odd or even. To know double facts up to 5 and 5 make 10. Verbally count beyond 20. Compare quantities up to 10 using greater than, less than and equal.
Maths (Numerical Patterns)	Compare numbers using more/ less	Count verbally to 10	Understand 1 more/less Continue patterns	Counting verbally to 20	Compare quantities using vocabulary greater than, less than Explore patterns, odds and even, doubles and halves	
Reading	Read Write Inc. Phonics	Read Write Inc. Phonics	Read Write Inc. Phonics	Read Write Inc. Phonics	Read Write Inc. Phonics	Read Write Inc. Phonics
Talk 4 Writing (Communication & Language)	-Drawing pictures of our family and ourselves Writing individual letter	alk 4 Writing - The Little Red Hen	Talk 4 Writing - We are going on a Bear Hunt	Talk 4 Writing - Goldilocks and the Three Bears	Talk 4 Writing - The Enormous Turnip	Talk 4 Writing - Three Billy Goats Gruff

	sounds	Writing initial letter sounds, CVC words and short, simple phrases	Writing initial letter sounds, CVC words and short, simple phrases	Writing initial letter sounds, CVC words, short sentences including sentences we create on our own	Writing phrases and sentences independently	Writing phrases and sentences independently
Understanding the World - Past and Present (History)	Visual Timetable - passing of time, ordering of events Sequencing of familiar stories					
	Me and my Family How have I changed?	Compare Christmas scenes past and present Christmas Traditions	Comparing Old and New Transport	People who help us and their roles in society	Changes Over Time - Growing Food	
Understanding the World - People, Culture & Communities (RE) **RE Syllabus** **RE**	F4. What times are special and why?					
	F5. Being special: where do we belong? Harvest	Special celebrations to Me: Birthdays Diwali Hanukkah Christmas	F1. Which stories are special and why?	F2. Which people are special and why? Easter	F6. What is special about our world? Eid	F3. What places are special and why?
Understanding the World - People, Culture & Communities & The Natural World(**Geography**)	Stories from around the world The Weather					

	Where do I live? Where do I come from? - World Maps	Autumn - observe changes in our local environment (links to science)	Winter - observe changes in our local environment (links to science) Comparing Life in Other Countries Drawing and Creating Maps		Spring - observe changes in their immediate environment (links to science) Food Around the World	Summer - observe changes in their immediate environment (links to science)
Understanding the World - The Natural World (**Science**)	Seasonal Changes					
	My Body My Senses	Changes in Materials - Mixing	Changes in Materials -Freezing and Melting Floating and Sinking	How to Keep Healthy and Safe	Healthy Eating	Minibeast Hunt Life Cycle of a Butterfly
Expressive Arts & Design - Creating with Materials (Art) **Art 21-22 JK**	Family Portraits Self-Portraits	Painting and Colour Mixing Mark Marking with Different Mediums Christmas Cards	Drawing - Maps and Transport	Painting and Experimenting with Texture	Observational Drawing Work from other artists - Giuseppe Arcimboldo	Collages Work from other artists - Eric Carle
Expressive Arts & Design - Creating with Materials (DT)		Diwali Lamps Christmas Decorations Biscuit Making	Design and Build a Boat		Making a healthy dinner/lunch	Sewing
Expressive Arts & Design - Being Imaginative & Expressive (Drama)	Role play Performing familiar stories & Nursery Rhymes December - Christmas Carol Concert					

Reading

We believe that reading is a life skill that every child is entitled to. Our youngest pupils enjoy listening to and talking about books, stories and rhymes and this is where their reading journey begins. Through Synthetic Systematic Phonics and our bespoke reading scheme, we aim to give children the skills to decode, build fluency and truly understand what they are reading. Our range of classic and contemporary texts represent diversity and challenge stereotypes as we encourage children to become responsible citizens. The variety of our texts inspire knowledge of books and authors. We aim to motivate children to explore the world through the printed word. Reading is the pathway through the wider curriculum at Temple Sutton and beyond. Our vision is to ensure that every child leaves us as a fluent, confident and motivated reader.

Early Years

In the Early Years, children begin to learn the early skills of reading in a number of ways. Phonics skills are learned discreetly in daily 'Speed Sounds' sessions, based on the Read Write Inc (RWI) programme alongside RWI games. Phonics and reading is woven throughout the Early Years curriculum and the learning environment.



Development of Reading

Word Reading: The skills of word reading are taught in 'Speed Sounds' sessions throughout KS1, when children learn to apply phonic knowledge to decode words and respond speedily to common exception words. By the end of KS1, children are expected to read most words they have frequently encountered quickly and accurately, without overt sounding and blending. Throughout KS2, single word reading is further developed alongside the children's growing knowledge of vocabulary. By the time pupils leave our school, we expect them to read a wide range of words with fluency and confidence.

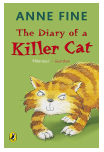
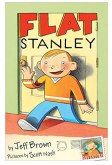
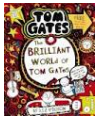
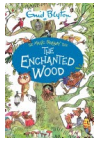
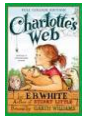
Fluency: The children's reading fluency is developed during the whole of their reading experience at Temple Sutton. Fluency in reading does not finish when the children finish phonics. We recognise that fluency is the key to comprehension so, in order to prepare them for further reading, we explicitly teach children how to read with fluency. Each text they encounter introduces them to a whole range of new vocabulary, ideas and settings beyond their existing knowledge.

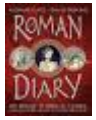
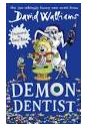
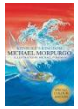
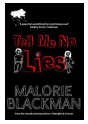
Comprehension: Comprehension skills are developed alongside decoding, word recognition and fluency. From the beginning, children are encouraged to understand, through discussion, the books they listen to and those they can read independently. Throughout Key Stages 1 and 2, children are taught that to comprehend, they need to immerse themselves in the text and develop a strong mental model. They achieve this by practising key comprehension skills while they are reading - questioning, clarifying, predicting and summarising.

Text Selection: After RWI, the children are taught to read through a range of carefully selected text to ensure a broad and deep knowledge of key literature. This selection covers different eras, authors, genres and cultures. All of these align with our Purpose of Education.

For a more detailed explanation of how Reading is taught at Temple Sutton, please refer to our Reading Guidance document.

The Reading Curriculum

Reading						
Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Read Write Inc. Phonics	Read Write Inc. Phonics	Read Write Inc. Phonics	Read Write Inc. Phonics	Read Write Inc. Phonics	Read Write Inc. Phonics
Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	RWI Comprehension Read Write Inc. Phonics	RWI Comprehension Read Write Inc. Phonics ***Poetry in the last week***	Diary of a killer cat **Anne Fine** 	Flat Stanley **Jeff Brown** 	The Brilliant World of Tom Gates **Liz Pichon**  ***Poetry in the last week***	The Enchanted Wood **Enid Blyton** 
Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Georges Marvellous Medicine **Roald Dahl 4.0** 	Charlotte's Web **E.B White 4.4** 	This Morning I met a Whale **Michael Morpurgo 4.4** 	Anisha Accidental Detective **Serena Patel 4.8** 	The Boy who Grew Dragons **Andy Shepherd 5.5** 	The Land of Roar by Jenny Mclachlan 
Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

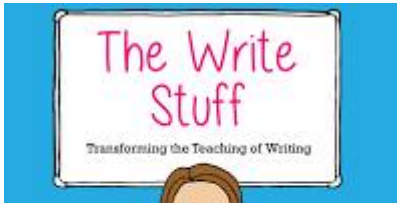
	The Orchard Book of Greek Myths **McCaughrean & Chichester Clark**  ***Poetry in the last week***	The Iron Man **Ted Hughes** 	Roman Diary - The Journal of Iliona A Young Slave **Richard Platt** 	Demon Dentist **David Walliams** 	Boy at the Back of the Class. **Onjali Q Rauf** 	Boy **Roald Dahl** 	October, October **Katya Balen**  ***Poetry in the last week***	
Year 5	Term 1	Term 2		Term 3	Term 4	Term 5	Term 6	
	Cosmic **Frank Cottrell Boyce** 	Viking Boy **Tony Bradman**  ***Poetry in the last week***		Asha and the Spirit Bird **Jasbinder Bilan** 	Kensuke's Kingdom **Michael Murpurgo** 	The Lion, the Witch and the Wardrobe **CS Lewis**  ***Poetry in the last week***		
Year 6	Term 1	Term 2		Term 3	Term 4	Term 5	Term 6	
	Here in the Real World **Sara Pennypacker** 			Tyger **SF Said** 		Tell Me No Lies **Malorie Blackman** 		

Writing

Writing is an essential form of self-expression and communication. From mark-making to letter formation, retelling stories, creating stories and reporting on real events, the children at Temple Sutton are taught to express their ideas through the written word. The handwriting and spelling practice, the language and knowledge acquired through speaking and listening, the reading of high quality texts, will weave its way onto the page. Children at Temple Sutton become writers who can write neatly, accurately, clearly, descriptively and ambitiously. Our goal is that all children become expressive, articulate and confident writers in preparation for their next steps.

Development of Writing

Courage Respect Empathy Ambition Tenacity Excellence



Our writing curriculum aims to ensure children develop the skills to be able to write at length and for a variety of purposes. We use Jane Considine's 'The Write Stuff' to support teachers' planning of high quality lessons. The units of work enable children to weave descriptive and technical vocabulary, sentence and genre structure and grammatical devices into meaningful contexts. Children are provided with models for success, which are broken down into paragraphs. Daily, as teachers model writing each paragraph, children are shown how to use writing skills to construct interesting and varied sentences, one sentence at a time until the paragraph is complete. In this way, the sequence of lessons supports the children to construct a complete piece of writing, sentence by sentence, paragraph by paragraph. Within each lesson, children have opportunities to discuss, write and share ideas. At the conclusion of a modelled writing unit, the children are able to plan, create and practise writing a similar independent piece.

Handwriting and Spelling

Through the Nelson Handwriting Scheme, children are taught to write using the correct letter formation and learn to join their letters in order to write clearly and speedily.

Through the RWInc Spelling Scheme, children are taught the age-related spelling rules and exceptions, word history, root words, prefix and suffix use.

The Writing Curriculum

Writing						
Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Fiction	**Narrative:** Little Red Riding Hood	**Narrative:** The Train ride	**Narrative: Traditional tale** The Queen's Hat	**Narrative: Adventure Story** The way back home	**Narrative: Descriptive** Song of the Sea	**Narrative:** Wombat goes Walkabout

Non Fiction	Handwriting focus Sentences - Who am I? (History)	**NF: Letters** Christmas letters (Letter to Father Christmas)	**Poetry:** The Bear and the Piano	**NF: Instructions**	**NF: Diary recount** (History) Great fire of London	**NF: Recount** <u>Our Trip to the Woods</u> recount from trip
Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Fiction	**Setting Description:** Seaside **Character Description:** Seagull	**Narrative:** George & the dragon	**Narrative:** Little Red Reading Hood	**Narrative:** Owl who was afraid of the dark	**Narrative:** Magic Paintbrush	**Narrative:** **Somebody Swallowed Stanley** Storm Whale
Non Fiction		**N.F: Biography (History)** **Space Race/Apollo 11**	**NF: Informal Letter:** This is How we do it		**Poetry:** If I were in Charge NF: **Non Chron** habitats/hibernation	**NF: Instructions** Fruit Kebab (one week) **NF: Recount** School Trip
Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Fiction	**Setting Description:** Seaside **Character Description:** Seagull	**Narrative**: Stone Age Boy		**Narrative**: The Blue Umbrella	**Narrative**: The Incredible Book Eating Boy	**Narrative**: Secret of Black Rock
Non Fiction		**NF: Non-chronological report** Britain's Big Bold Beginnings	**NF: Explanation**:(Science) Street Beneath My Feet	**Non-chron**: (Geography) Earthquakes/Volcanoes	**Biography:** (History) Grace Darling (Mary Anning)	
Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Fiction	**Setting Description:** Wood/forest **Character Description:** Wolf	**Narrative**: The Wolves in the Walls	**Narrative:** Aladdin		**Narrative:** Journey	**Narrative:** The Iron Man
Non Fiction		**N.F: Non-chron/info text** The River Thames **N.F: Newspaper report:**	**N.F: Formal Letter**: Persuasive Invitation to an author	**N.F: Diary entry** (History) The Journal of Iliona		**N.F: Explanation:** (Science) Digestion and the Gut Garden A Journey into the Wonderful World of your Microbiome

Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Fiction	**Setting Description:** Stormy Coast **Character Description:** The Iron Man	**Narrative:** Snowman	**Narrative:** Believe in Unicorns	**Narrative:** Cosmic	**Narrative:** George's Marvellous Medicine	**Narrative:** Kensuke's Kingdom
Non Fiction		**N.F: Diary (persuasive)** Dark Ages	**N.F: Balanced Argument** Screen Use	**N.F: Newspaper report** Black Death (History)	**N.F: Non-chronological report** (Science) Life cycle of a butterfly	**N.F: Biography/non-chron** Steve Irwin
Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Fiction	**Setting Description:** Jungle/Rainforest **Character Description:** Harpy Eagle	**Narrative:** Paperman	**Narrative:** The Firework Maker's Daughter (if time)	**SATS prep *** Spag skills	**Narrative:** Tyger:	**Narrative** The Night Visitor
Non Fiction		**N.F: Balanced Argument** Graffiti (Linked to A1 Art - Banksy)	**N.F: Non-Chronological Report** (Science - Electricity or History - Civil Rights)	**N.F: Information text** (Linked to India Geography) Information Text	**SATS prep *** Spag skills	**Drama:** Play Performance

Maths

Maths at Temple Sutton is taught in mixed ability groups using the White Rose Maths Scheme. The scheme is aligned to the UK National Curriculum and based on the belief that every child can master an understanding and love of maths with the right kind of teaching and support. Teachers use the White Rose resources during lessons, supplemented by additional, carefully-selected resources to support learners using the concrete, pictorial, abstract methodology. This methodology aids children's understanding and helps build retention. The programme allows enough time on a topic for a child to comprehend it thoroughly before moving on. The reasoning and problem solving questions that flow throughout the scheme support mastery and a relational understanding of mathematical concepts. Additional maths practice is achieved through using 'Flashback 4' from White Rose Maths, which is a strategic and progressive revisiting programme to ensure that children do not forget what they have learnt last week, last term and last year, and to maintain good levels of progress.



The Maths Curriculum

White Rose MATHS						
Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Courage Respect Empathy Ambition Tenacity Excellence

	Year 1 autumn term • Place value (within 10) • Addition and subtraction (within 10) • Shape		Year 1 spring term • Place value (within 20) • Addition and subtraction (within 20) • Place value (within 50) • Length and height • Mass and volume		Year 1 summer term • Multiplication and division • Fractions • Position and direction • Place value (within 100) • Money • Time	
Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Year 2 autumn term • Place value • Addition and subtraction • Shape		Year 2 spring term • Money • Multiplication and division • Length and height • Mass, capacity and temperature		Year 2 summer term • Fractions • Time • Statistics • Position and direction	
Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Year 3 autumn term • Place value • Addition and subtraction • Multiplication and division (A)		Year 3 spring term • Multiplication and division (B) • Length and perimeter • Fractions (A) • Mass and capacity		Year 3 summer term • Fractions (B) • Money • Time • Shape • Statistics •	
Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Year 4 autumn term • Place value • Addition and subtraction		Year 4 spring term • Multiplication and division (B) • Length and perimeter		Year 4 summer term • Decimals (B) • Money	

	• Area • Multiplication and division (A)		• Fractions • Decimals (A)		• Time • Shape • Statistics • Position and direction	
Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Year 5 autumn term • Place value • Addition and subtraction • Multiplication and division A • Fractions A		Year 5 spring term • Multiplication and division B • Fractions B • Decimals and percentages • Perimeter and area • Statistics •		Year 5 summer term • Shape • Position and direction • Decimals • Negative numbers • Converting units • Volume	
Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Year 6 autumn term • Place value • Addition, subtraction, multiplication and division • Fractions A • Fractions B • Converting units of measurement		Year 6 spring term • Ratio • Algebra • Decimals • Fractions, decimals and percentages • Area, perimeter and volume • Statistics		Year 6 summer term • Shape • Position and direction • Themed projects, consolidation and problem solving	

The Science Curriculum

Science						
Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

	Animals 1	**Animals 2**	**Humans**	**States of Matter and Materials 1**	**States of Matter and Materials 2**	**Plants**
Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Animals	**Habitats 1 - Land Animals**	**Habitats 2 - Under the Sea**	**Humans**	**Plants**	**States of Matter and Materials**
Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	States of Matter and Materials - Rocks	**Forces and Magnets**	**Light (Energy)**	**Animals - Skeletal Systems**	**Humans - Skeletal Systems**	**Plants**
Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Electricity 1	**Electricity 2**	**Sound**	**States of matter and materials**	**Animals, including humans**	**Living things and their habitat**
Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	States of Matter and Materials 1	**States of Matter and Materials 2**	**Forces and Magnets**	**Earth and Space**	**Reproduction (Plants and Animals)**	**Living Things and their Environment**
Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Electricity 1	**Electricity 2**	**Animals including Humans**	**Light**	**Reproduction, Evolution and Inheritance 1**	**Reproduction, Evolution and Inheritance 2**

The History Curriculum

History						
Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Personal History	**The Gunpowder Plot**		**The Great Fire of London**		
	What is my history so far?	**Why do we celebrate bonfire night?**		**How did the Great Fire of London impact the way we live?**		
Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

	Space Race		The Monarchy			FlorenceNightingale
	How do we decide who won the space race?		How has the monarchy changed over time?			What impact did Florence Nightingale and Mary Seacole have on nursing?
Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Prehistory			**Civilisations**	**Mary Anning**	
	How did life for humans change during prehistory?			What is civilization?	Why do we remember Mary Anning?	
Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Ancient Greeks		**Romans**		**Battle of Britain**	
	How did Ancient Greece influence the modern world?		What was the legacy of the Roman invasions of Britain?		Why was the Battle of Britain significant to World War 2?	
Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	The Dark Ages		**Maya**		**Black Death and Revolt**	
	What happened during the dark ages?		Who were the Maya?		How can two events link to each other?	
Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Civil Rights		**Benin**	**Local Study: Victorians in Southend**	
		What are civil rights?		What was the Kingdom of Benin?	What is the Victorian legacy on Southend-on-Sea?	

The Geography Curriculum

Geography						
Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
			<u>Southend</u> Local Area Study		**Urban Vs Rural**	**The UK**
			What is special about our local area?		**What is it like to live in the UK?**	**Where would you rather go- London or the Outer Hebrides?**
Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		The World		**Australia (Melbourne)**	**<u>Global Citizenship</u>** Food and Farming	
		Which continent is the greatest?		**Where would you rather go- Southend or Melbourne?**	**Where does our food come from?**	
Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Africa (Kenya)	**Volcanoes, Earthquakes and Mountains**			**<u>Southend</u>** Local Area Study
		Where would you rather go- England or Kenya?	**How do tectonic plates shape our earth?**			
Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Rivers		**Europe (France)**		**<u>Global Citizenship</u>** Seas
		What is a river?		**Where would you rather go - England or France?**		**<u>Global Citizen</u> <u>Are we looking after our water?</u>**
Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<u>Global Citizenship</u> Biomes		**North America (USA)**		**UK**
		What is the importance of Biomes in South America?		**Where would you like to go in North America (USA)?**		**How have our cities changed over time?**

Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Global Citizenship Natural Resources		**Asia (India)**			**Southend** Local Area Study
	How can we protect the earth's natural resources?		**Where would you rather go - India or England?**			**What links Southend and London?**

The Computing Curriculum

Computing						
Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Computing systems and networks – Technology around us	Creating media – Digital painting	Creating media – Digital writing	Data and information – Grouping data	Programming A – Moving a robot	Programming B – Introduction to animation
Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Computing systems and networks – IT around us	Creating media – Digital photography	Creating media – Making music	Data and information – Pictograms	Programming A – Robot algorithms	Programming B – An introduction to quizzes

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Computing systems and networks – Connecting computers	Creating media – Animation	Creating media – Desktop publishing	Data and information – Branching databases	Programming A – Sequence in music	Programming B – Events and actions
Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Computing systems and networks – The Internet	Creating media – Audio editing	Creating media – Photo editing	Data and information – Data logging	Programming A – Repetition in shapes	Programming B – Repetition in games
Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Computing systems and networks – Sharing information	Creating media – Vector drawing	Creating media – Video editing	Data and information – Flat-file databases	Programming A – Selection in physical computing	Programming B – Selection in quizzes
Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Computing systems and networks – Communication	Creating media – 3D Modelling	Creating media – Web page creation	Data and information – Spreadsheets	Programming A – Variables in games	Programming B – Sensing

The Online Safety Curriculum

Online Safety						
Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	How can I keep my account safe online?	**Is it for me?**	**What do I do if I see something that worries me?**	**What is private?**	**Who should I share it with?**	**What rules keep me safe and healthy online?**
Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

	What is my personal information and how can I protect it?	**How can I keep myself safe from strangers online?**	**What is a digital footprint?**	**What is online bullying?**	**What should I be careful about when sharing photos online?**	**Who should I ask before sharing online?**
Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	How can I create a positive digital footprint?	**What is ok to share?**	**What do I do if something makes me feel uncomfortable?**	**How might I feel if I have been having too much screen time?**	**How do I know if I can trust what I see online?**	**What could be addictive online?**
Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Who should I tell?	**What can we believe?**	**What could be risky online?**	**How can we be respectful online?**	**How can I manage my screen time?**	**What should I do about online bullying?**
Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	How do I report it?	**How do I keep my digital footprint positive?**	**What are the risks of spending time online?**	**What responsibilities do I have to others online?**	**How are people judged through their online behaviour?**	**What are the risks and benefits of social media?**
Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	How can I get help with online worries?		**How can we be responsible consumers of media?**		**How can we balance our online life with real life?**	

The Personal, Social, Health Education Curriculum (PSHE)

PSHE						
Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

	Emotions: How do I feel today? **Communities:** Who am I Who are you?	**Healthy Relationships:** Who's in my family? **Healthy Relationships:** What makes a good friend?	**Power in Relationships:** When do I feel safe?	**Media Influence:** How do I decide what to do online?	**Our Online Lives:** What should I do if I feel unsafe? **Physical Health:** How can I look after my body?	**Physical Health:** How can I look after my body? (Continued) **Staying Safe and Healthy:** How can I look after my body?
Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Emotions: What helps me to be happy? **Communities:** Who is in my community?	**Communities:** Who is in my community? (Continued) **Healthy Relationships:** What does a family look like?	**Power in Relationships:** Should I keep secrets safe? **Media Influence:** Is everything I see online true?	**Media Influence:** Is everything I see online true? (Continued) **Our Online Lives:** Who should I talk to online?	**Physical Health:** How do I eat a balanced diet? **Risky Substances:** How do I stay safe at home?	**Staying Safe and Healthy:** How can I take responsibility for my health? **Healthy Relationships:** How can we stop bullying?
Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Emotions: How can I manage my emotions? **Communities:** What does it mean to be British?	**Healthy Relationships:** How can I help my family? **Healthy Relationships:** Are friendships ever perfect?	**Healthy Relationships:** Are friendships ever perfect? (Continued) **Power in Relationships:** Who does my body belong to? **Media Influence:** How do I keep myself safe online?	**Media Influence:** How do I keep myself safe online? (Continued)	**Our Online Lives:** How can I be kind and happy online?	**Physical Health:** How can I get active and eat well every day? **Staying Safe and Healthy:** How can I stay safe while out and about?
Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Emotions: How can we add to our emotions toolkit? **Communities:** How are we all different?	**Communities:** What does it mean to be British (Continued) **Healthy Relationships:** Do all families look the same?	**Healthy Relationships:** Are all friends the same? **Power in Relationships:** What does a healthy relationship feel like?	**Media Influence:** What is fake news?	**Our Online Lives:** How do I decide who to trust online? **Physical Health:** What makes a balanced lifestyle?	**Staying Safe and Healthy:** How do I avoid getting ill? **Puberty:** How will I change as I grow up?
Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Emotions: How can we manage challenges? **Communities:** How can we	**Healthy Relationships:** Is there such a thing as a perfect family?	**Power in Relationships:** How do I get help if I feel safe? **Media Influence:** Who	**Our Online Lives:** How do I thrive online?	**Physical Health:** Is it hard to be healthy? **Risky Substances:** Why do	**Staying Safe and Healthy:** How can I avoid harm?

	ensure fairness and respect for women and girls?	**Healthy Relationships:** How can I be a great friend?	decides what I experience in the online world?		people get addicted?	
Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Emotions: How can we manage our emotions through periods of change? **Communities:** How can we show respect to people of different races and cultures?	**Healthy Relationships:** How can we live in Harmony? **Healthy Relationships:** How can we have healthy boundaries?	**Power in Relationships:** What are my boundaries? **Media Influence:** How do I decide what is true online?	**Media Influence:** How do I decide what is true online? (Continued) **Our Online Lives:** What should I share online?	**Our Online Lives:** What should I share online? **Physical Health:** How do I plan a healthy week? **Risky Substances:** Why do people use alcohol and drugs?	**Risky Substances:** Why do people use alcohol and drugs? (Continued) **Staying Safe and Healthy:** How can I save a life? **Puberty:** What happens during adolescence?

The Art Curriculum

Art						
Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Roy Lichtenstein **1923 - 1997 (USA)**	**Andy Warhol** **1928 - 1987 (USA)**			**Collage**
		Who was Roy Lichtenstein and why was he obsessed with dots? 1923 - 1997 (USA)	**Who was Andy Warhol and why did he love bright colours?** 1928 - 1987 (USA)			**What is a collage and how can we make one?**
Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Vincent Van Gogh **1853 - 1890 (Dutch)**	**Clay Sculpture**		**Albert Charles Challen** **1847 - 1881 (UK)**		
	How can you spot a Vincent Van Gogh painting? 1853 - 1890 (Dutch)	**How can I use clay to create a 3D sculpture?**		**What is a portrait and why do we have them?**		

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Drawing	**Faith Ringgold 1930 - (USA)**		**Claude Monet 1840 - 1926 (French)**	
		How can shading make my drawings look realistic?	**Why is Faith Ringold such an inspirational artist?**		**How is Monet's painting style so recognisable?**	
Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Hokusai 1760-1849 (Japanese)		**Pablo Picasso 1881-1973 (Spanish)**		**Clay Sculpture**	
	Hokusai		Who was Picasso and how did he use colour to show emotion in his artwork?		How can a sculpture tell a story?	
Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Georgia O'Keeffe 1887 - 1986 (USA)	**Drawing**		**Henri Matisse 1869 - 1954 (French)**	
		Who was Georgia O'Keeffe and how was she inspired by her unusual surroundings?	**How can we make a 3D collage out of 2d paper?**		**Who was Henri Matisse and how did his style of artwork change during his lifetime?**	
Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Banksy 1974 - Present (UK)		**Sculpture**			**Marianne North- 1830 - 1890 (UK)**
	Who is Banksy and what is the purpose of street art?		**How can a sculpture have an impact on the world around you?**			**Who was Marianne North and why did she lead such an unusual life?**

The Design Technology Curriculum

Design Technology

Courage Respect Empathy Ambition Tenacity Excellence

Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Levers and sliders			**Structures**	**Food Technology Picnic**	
	How can I make a picture with moving parts?			**How can I build a stable structure out of recycled materials?**	**How can we make a tasty picnic?**	
Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
			Textiles Cross- stitch		**Food Technology Fruit Salad & Smoothie**	**Wheels and Axles**
			How can we use fabric to make a product?		**How can I use fruits and vegetables to make a tasty snack?**	**How can I make a moving vehicle?**
Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Structures		**Mechanical systems (pneumatics)**			**Food Technology Couscous**
	Structures (Pyramids)		**How can I use pneumatics to create a moving toy?**			**How can I make a delicious and nutritious salad?**
Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Structures and Mechanisms (ElectricalComponents)		Food		Textiles- sewing
				Biscuits		sewing and creating seam(eg book marks)s
Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Structures and Mechanisms Cams			**Food**		**Textiles-** sewing and creating seams

	Cams - rotary Cams					
Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Structure & Mechanisms with Electrical Components		**Linear Cams**	**Pizza**	

The Physical Education Curriculum (PE)

PE						
Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Tag Rugby Invasion Game	Sending and Receiving	Striking and Fielding	Net and Wall	Swimming	Swimming
	Sportshall Athletics	Dodgeball	Gymnastics	Dance	Athletics	Cricket
Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Hockey Invasion Games	Sending and Receiving	Striking and Fielding	Net and Wall	Swimming	Swimming
	Sportshall Athletics	Dodgeball	Gymnastics	Dance	Athletics	Tennis
Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Rugby	Football	Hockey	Basketball	Swimming	Swimming
	Sportshall Athletics	Dodgeball	Gymnastics	Dance	Athletics	Cricket
Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

	Football	Hockey	Rugby	Netball	Swimming	Swimming
	Cross Country	Sportshall Athletics	Gymnastics	Dance	Athletics	Tennis
Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Rugby	Football	Hockey	Basketball	Swimming	Swimming
	Sportshall Athletics	Dodgeball	Gymnastics	Dance	Athletics	Cricket
Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Football	Hockey	Rugby	Netball	Swimming Improve strokes	Swimming Water safety skills and floating. Backstroke arms and legs. Front crawl stroke. Breathing technique
	Sportshall Athletics	Dodgeball	Gymnastics	Dance	Athletics	Tennis

The Religious Education Curriculum (RE)

RE						
Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	1.1 Who is a Christian and what do they believe?		1.7 What does it mean to belong to a faith community?	1.6 How and why do we celebrate special and sacred times (Easter)	1.5 What makes some places sacred?	
Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	1.3 Who is Jewish and what do they believe?		1.2 Who is a Muslim and what do they believe?	1.4 What can we learn from sacred books?	1.8 How should we care for others and the world and why does it matter?	
	1.6 How and why do we celebrate special and sacred times? (ongoing but 2 celebrations in Autumn 1 and 2 so combine with 1.3 in Autumn term) • Sukkot 20th September • Christingle 20th Dec • Pesach 15th April • Eid 9th July					

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	L2.7 What does it mean to be a Christian in Britain today?		L2.2 Why is the Bible so important for Christians today?	L2.5 Why are festivals important to religious communities?	L2.1 What do different people believe about God?	L2.4 Why do people pray?
	L2.5 Why are festivals important to religious communities? (ongoing but 2 festivals in Autumn term so combine with 2.7 in Autumn, study in more depth Spring 2) ● Autumn 1 - Harvest, story/symbolism of Christmas ● Spring - Comic relief vs Easter story/symbolism ● Summer - Eid					
Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	L2.9 What can we learn from religion about deciding what is right or wrong?	L2.5 Why are festivals important to religious communities?	L2.8 What does it mean to be a Hindu in Britain today?		L2.3 Why is Jesus inspiring to some people?	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?
	L2.5 Why are festivals important to religious communities? (Ongoing but 2 festivals in Autumn 2) ● Autumn 1 - Remembrance (Lesson 2), Diwali (Lesson 1) ● Autumn 2 - Advent - Lesson 6 Christmas - Lesson 7 ● Spring 2 - Holi (19th March) Passover, Easter					
Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	U2.1 Why do some people think God exists?	U2.2 What would Jesus do? Can we live by the values of Jesus in the 21st century?	U2.4 If god is everywhere, why go to a place of worship?		U2.6 What does it mean to be a muslim in Britain today?	
Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	What do religions say to us when life gets hard?		What matters most to Christians and Humanists?	Is it better to express your beliefs in arts and architecture or in charity and generosity?		What difference does it make to believe in ahinsa (harmlessness), grace and/or Ummah (community)?

The Modern Foreign Languages Curriculum (French)



Courage Respect Empathy Ambition Tenacity Excellence

French						
Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Rigolo 1: Unit 1	**Rigolo 1: Unit 2**	**Rigolo 1: Unit 3**	**Rigolo 1: Unit 4**	**Rigolo 1: Unit 5**	**Rigolo 1: Unit 6**
Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Rigolo 1: Unit 7	**Rigolo 1: Unit 8**	**Rigolo 1: Unit 9**	**Rigolo 1: Unit 10**	**Rigolo 1: Unit 11**	**Rigolo 1: Unit 12**
Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Rigolo 2: Unit 1	**Rigolo 2: Unit 2**	**Rigolo 2: Unit 3**	**Rigolo 2: Unit 4**	**Rigolo 2: Unit 5**	**Rigolo 2: Unit 6**
Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Rigolo 2: Unit 7	**Rigolo 2: Unit 8**	**Rigolo 2: Unit 9**	**Rigolo 2: Unit 10**	**Rigolo 2: Unit 11**	**Rigolo 2: Unit 12**

The Music Curriculum

Music

Courage Respect Empathy Ambition Tenacity Excellence

Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Instrument focus - Voice, Percussion, Body Percussion	**Pulse** To find the pulse and respond in different ways through activities involving movement and percussion instruments	**Rhythm** To learn a cumulative song and sing it in unison and respond to instructions when playing untuned percussion	**Pitch** To differentiate between high and low pitch sounds +1 taster lesson - Glockenspiel	**Timbre** To explore different sounds and create a soundscape +1 taster lesson - Ukulele	**Dynamics** To explore volume in music through singing, playing and listening	**Tempo** Manipulate and control the sound of an instrument with intent.
Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Instrument focus - Voice, Percussion, Recorder, Ukulele	**Structure/Form** To understand how music is arranged, making informed decisions about how to place instruments to create a desired theme.	**Melody** Develop understanding of Melody (ascending and descending) and compose call and response melodies using the Ukulele.	**Pulse and Rhythm** To learn 'walk' and 'jog-ging' (crotchet and paired quavers) rhythms and notation and compose their own call and response music	**Timbre** To explore the instrument families of the Orchestra and accompany a piece on tuned and untuned percussion instruments	**Texture** Learning to play a well known piece on the Glockenspiel and creating an arrangement using percussion instruments	**Ukulele** Discovering the history of the Ukulele and learning to play a melody to be accompanied by chords.
Year 3						
Instrument focus - Voice, Ukulele, Percussion, Recorder	**Pulse and Rhythm** To read, perform and compose an Ostinato using musical notation.	**Melody and Harmony** To sing and learn to play a traditional song on the Glockenspiel and compose our own class folk song.	**Structure** Learning about verse/chorus sections of songs and recognising them within a song, composing rhythm patterns to accompany these contrasting sections.	**Pitch - staff notation** Introduce the stave, compose short ascending/descending melodies using notation and perform them on the Recorder.	**Composition** Focussing on composing short repeating melodic patterns whilst varying duration of notes using the glockenspiel.	**Ukulele - Calypso** Learn to play the traditional song from Haiti 'Yellow Bird' which includes a harmony section and learn to play the chords
Year 4						
Instrument focus - Voice, Ukulele, Guitar, Recorder Keyboard, Percussion	**Pulse and Rhythm - Traditional** Singing a song using the pentatonic scale, learn to play a pentatonic scale on the Ukulele and explore music which focuses on the offbeat	**Timbre/Structure - Calypso** Learn a ternary piece of music on the Ukulele +2 Recorder intro lessons	**Melody & Harmony - Recorder** Prepare for a whole class performance on the recorder.	**Performance - Ukulele/Recorder** Learning to play chords on the Ukulele to accompany a song and learn to play a melody on the Recorder	**Keyboard - Classical** Learn some of the basics of Keyboard and piano technique and explore the music of some of the great composers (Beethoven, Mozart)	**Texture** Composing music to sound like a colour and shape using percussion instruments
Year 5						
Instrument focus -	**Dotted Rhythms - Sea shanties**	**Guitar - The blues & Groove**	**West African Drumming**	**Bossanova Performance - guitar/djembe**	**Gamelan**	**Keyboard**

Voice, Guitar, Keyboard, Percussion	Explore rhythms in sea shanties. Singing and playing a well known sea shanty on the Guitar and composing body percussion rhythms to accompany it.	Discovering 'The Blues'. Learning about the social history of the genre and playing a piece in the 12 bar style on the Guitar. +1 intro to African Drumming	Learning about West African drumming and using the Djembe to develop a class performance piece with the melody being played on the Glockenspiel	Preparing a piece of music in a Bossanova style to perform which uses the guitar and the Djembe.	Exploring Gamelan music and the importance of keeping a steady Pulse when layering rhythms to create varied Textures in the music.	Focussing on combining chords and melody, putting the two together and learning to play a pop song.
Year 6						
Instrument focus - Voice, Guitar, Keyboard, Percussion	**Jazz/Swing - Rhythm** Learning about syncopated rhythms through Jazz swing music. Singing a song in this style and improvising rhythmic ostinatos.	**Pop - Keyboard** Learning about songwriting techniques used in pop songs, learning to play melodies on Keyboard	**Guitar/Keyboard - Chords** Learning to play the melody and chords of a song which will be performed as a class.	**Performance - Guitar/Keyboard** Creating a piece of music to perform in a concert using the guitar and the keyboard.	**Soul Music/Twinkle variations** Appraising and learning to sing a Soul song and composing our own variation of Twinkle Twinkle on Glockenspiel using notation.	**Songwriting Project** Collaborating in small groups to write songs accompanied by the instruments that have been the focus this year.