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*Yearly Overview*

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**Year 1**

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**Achieve Believe Care**

	Local heroes	Our Place in the World	All creatures great and small
<b>Geog</b>	<p><b>What's it like where we Live?</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>• identify the significant features (landmarks) of their local area and consider viewpoints in relation to this</li> <li>• compare journeys and landscapes and understand near/far, often/ rarely</li> <li>• learn about maps, map-making and symbols</li> </ul>	<p><b>Where in the World do these people live?</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents</li> <li>• learn about the human and physical geography of a small area in several non-European countries</li> <li>• read images, maps, atlases and globes</li> <li>• ask and answer questions</li> <li>• use basic geographical vocabulary</li> </ul>	<p><b>Where do our favourite animals live?</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• use world maps, atlases and globes to identify countries, continents and oceans</li> <li>• use simple fieldwork and observational skills</li> </ul>
<b>History</b>	<p><b>Who are our local heroes?</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>• use common words and phrases relating to the passing of time</li> <li>• know where the people they study fit within a chronological framework</li> <li>• ask and answer questions</li> <li>• study significant historical people and places in their own locality</li> <li>• understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>• choose parts of sources to show that they know and understand key features of events</li> <li>• use a wide vocabulary of everyday historical terms.</li> </ul>	<p><b>What was life like when our Grandparents were children?</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>• develop an awareness of the past</li> <li>• know where the people and events they study fit within a chronological framework</li> <li>• identify similarities and differences between ways of life in different periods</li> <li>• use a wide vocabulary of everyday historical terms</li> <li>• ask and answer questions, choosing parts of sources to show that they know and understand key features</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify different ways in which it is represented.</li> </ul>	<p><b>How have holidays changed over time?</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>• learn about changes within living memory</li> <li>• understand historical concepts such as continuity and change, similarity and difference</li> <li>• ask historically valid questions</li> <li>• identify similarities and differences between ways of life in different periods</li> <li>• ask and answer questions</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify different ways in which the past is represented</li> <li>• use a wide range of everyday historical terms</li> <li>• use parts of stories and other sources to show they know and understand key features of events</li> <li>• use sources to show they know and understand the past</li> <li>• suggest reasons why changes took place.</li> </ul>
<b>Comp</b>	<p><b>We are treasure hunters</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn:</p>	<p><b>We are digital artists</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> <li>• how to select and set brushes and colours</li> </ul>	<p><b>We are rhythmic</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, the pupils will learn to:</p> <ul style="list-style-type: none"> <li>• record audio on a digital device</li> </ul>

	<ul style="list-style-type: none"> <li>● that a programmable robot can be controlled by inputting a sequence of instructions</li> <li>● to develop and record sequences of instructions as an algorithm</li> <li>● to program a robot to follow their algorithm</li> <li>● to predict how their programs will work</li> <li>● to debug programs.</li> </ul> <p><b>We are TV chefs</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>● break down a process into simple, clear steps (an algorithm)</li> <li>● use different features of a video camera</li> <li>● use a video camera to capture moving images</li> <li>● record a video using ground rules for filming</li> <li>● edit a video to include an audio commentary</li> <li>● develop collaboration skills</li> <li>● discuss their work and think about how it could be improved</li> </ul>	<ul style="list-style-type: none"> <li>● to create artwork in a range of styles on iPads</li> <li>● to use the undo function if they make mistakes and to encourage experimentation</li> <li>● to use multiple layers in their art</li> <li>● to transform layers</li> <li>● to paint on top of photographs.</li> </ul> <p><b>We are publishers</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, the pupils will learn to:</p> <ul style="list-style-type: none"> <li>● plan a small multimedia eBook</li> <li>● choose and import images</li> <li>● record audio commentary</li> <li>● add and format titles and other text</li> <li>● think carefully about protecting their privacy</li> <li>● respect other people’s copyright</li> <li>● revise and improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>● program sprites to playback recorded audio in ScratchJr</li> <li>● program ScratchJr to create repeating rhythms</li> <li>● explore different effects that can be applied to audio</li> <li>● create a repeating percussion pattern using a virtual drum machine</li> <li>● experiment with a range of virtual instruments.</li> </ul> <p><b>We are detectives</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> <li>● how data can be structured as records with fields for information</li> <li>● how data can be organised into groups and subgroups</li> <li>● how data can be structured as a tree</li> <li>● how data can be organised into a table</li> <li>● how data in a table can be filtered and searched.</li> </ul>
<p><b>Science</b></p>	<p><b>Who am I?</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>-Identify, name, draw and label the basic parts of the human body.</li> <li>-Say which part of the body is associated with each sense.</li> </ul> <p><b>Monster Materials</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>-Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> </ul>	<p><b>Celebrations</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>-Say which part of the body is associated with each sense. Distinguish between an object and the material from which it is made.</li> <li>-Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>-Describe the simple physical properties of a variety of everyday materials.</li> <li>-Identify and describe the basic structure of a variety of common plants, including trees.</li> </ul> <p><b>Plants and animals where we live.</b></p> <p><u>Knowledge, skills and concepts</u></p>	<p><b>On safari</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>-Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>-Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>-Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>-Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> </ul>

	<p>-Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>-Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p>Animals (including humans)</p> <ul style="list-style-type: none"> <li>-Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>-Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>-Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> </ul>	<p><b>Holiday</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>-Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. -Identify and name a variety of common animals that are carnivores, herbivores or omnivores.</li> <li>-Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> <li>-Distinguish between an object and the material from which it is made.</li> <li>-Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</li> <li>- Describe the simple physical properties of a variety of everyday materials.</li> <li>-Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>
<p><b>Art</b></p>	<p><b>Drawing</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>-Experiment with a variety of media.</li> <li>-Begin to control the types of marks made with the range of media.</li> </ul> <ul style="list-style-type: none"> <li>-Draw on different surfaces.</li> <li>-Start to record simple media explorations in a sketch book.</li> <li>-Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</li> <li>-Investigate textures by describing, naming, rubbing, copying.</li> </ul>	<p><b>Painting</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn about: the works of Patrick Heron</p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>-Explore lightening and darkening paint.</li> <li>-Begin to control the types of marks made with the range of media.</li> <li>-Paint on different surfaces with a range of media.</li> <li>-Start to record simple media explorations in a sketch book.</li> <li>-Start to mix a range of secondary colours, moving towards predicting resulting colours.</li> <li>-Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</li> </ul>	<p><b>Textiles</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>-Begin to identify different forms of textiles.</li> <li>-Have experience in colouring textiles: printing, fabric crayons.</li> <li>-Use more than one type of stitch.</li> <li>-Explain how to thread a needle and have a go.</li> <li>-Have some experience of weaving and understand the process and some techniques.</li> <li>-Begin to identify different types and textures of fabric and materials for collage.</li> <li>-Use appropriate language to describe colours, media, equipment and textures</li> </ul>

	<p>-Produce an expanding range of patterns and textures.</p>	<p>-Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>-Use equipment and media correctly and be able to produce a clean printed</p>	
<p><b>D.T.</b></p>	<p><b>Designing, making and evaluating</b>  In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>*Think of some ideas of their own to meet a simple design criterion.</li> <li>*With support, research similar existing products. *Explain what they want to do.</li> <li>*Use pictures and words to plan.</li> <li>*Design a product for myself.</li> <li>*Explain what they are making.</li> <li>*Begin to measure and mark out with support.</li> <li>*Use scissors to cut.</li> <li>*Use tools to shape and join.</li> <li>*Describe how something works.</li> <li>*Select and use materials according to their characteristics. *Work in a safe manner with support.</li> <li>*Ensure their work is tidy.</li> <li>*Talk about things other people have made and say what is and isn't good about them.</li> <li>*Talk about their own work based on their own opinions e.g. likes and dislikes.</li> <li>*Talk about their own work in relation to the design criteria.</li> </ul> <p><b>Technical knowledge (structures)</b>  In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>*Make a structure using different materials.</li> <li>*Make their structure stronger if it needs to be.</li> </ul>	<p><b>Designing, making and evaluating</b>  In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>*Think of some ideas of their own to meet a simple design criterion.</li> <li>*With support, research similar existing products.</li> <li>*Explain what they want to do.</li> <li>*Use pictures and words to plan.</li> <li>*Design a product for myself.</li> <li>*Explain what they are making.</li> <li>*Begin to measure and mark out with support.</li> <li>*Use scissors to cut.</li> <li>*Use tools to shape and join.</li> <li>*Describe how something works.</li> <li>*Select and use materials according to their characteristics. *Work in a safe manner with support.</li> <li>*Ensure their work is tidy.</li> <li>*Talk about things other people have made and say what is and isn't good about them.</li> <li>*Talk about their own work based on their own opinions e.g. likes and dislikes.</li> <li>*Talk about their own work in relation to the design criteria.</li> </ul> <p><b>Technical knowledge (mechanisms)</b>  In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>*Make a product which moves.</li> <li>*Understand how leavers and sliders work.</li> <li>*Use leavers and sliders.</li> <li>*Begin to measure materials.</li> <li>*Cut materials using scissors.</li> <li>*Describe differences in materials.</li> <li>*Say why they have chosen moving parts.</li> </ul>	<p><b>Cooking and nutrition</b>  In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>*Discuss how fruit and vegetables are healthy and some of the differences between food groups e.g. sweet and vegetable.</li> <li>*Understand where some fruit and vegetables come from (animals/plants). *Think of interesting ways to decorate food.</li> <li>*Understand the importance of hygiene (handwashing) when preparing food.</li> <li>*Handle equipment effectively (e.g. chop and stir) when preparing food.</li> <li>*Cut, peel and grate safely with support.</li> </ul>



<p><b>R.E.</b></p>	<p><b>Does God want Christians to look after the world?</b>  <u>Knowledge, skills and concepts</u>          In this unit children will learn to:          -re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.</p> <p><b>What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?</b>  <u>Knowledge, skills and concepts</u>          In this unit children will learn to:          -reflect on the Christmas story and decide what gifts would be meaningful for Jesus.</p>	<p><b>Was it really easy for Jesus to show friendship?</b>  <u>Knowledge, skills and concepts</u>          In this unit children will learn to:          Identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.</p> <p><b>Why was Jesus welcomed like a King on Palm Sunday?</b>  <u>Knowledge, skills and concepts</u>          In this unit children will learn to:          - know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.</p>	<p><b>Is Shabbat important to Jewish children?</b>  <u>Knowledge, skills and concepts</u>          In this unit children will learn to:          -empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.</p> <p><b>Are Rosh Hashanah and Yom Kippur important to Jewish children?</b>  <u>Knowledge, skills and concepts</u>          In this unit children will learn to:          - empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.</p>
<p><b>P.S.H.E.</b></p>	<p><b>Relationships</b>  <b>What is the same and different about us?</b>  <u>Knowledge, skills and concepts</u>          In this unit, pupils will learn:          -what they like/dislike and are good at          -what makes them special and how everyone has different strengths          -how their personal features or qualities are unique to them          -how they are similar or different to others, and what they have in common          to use the correct names for the main parts of          -the body, including external genitalia; and that parts of bodies covered with underwear are private</p> <p><b>Relationships</b>  <b>Who is special to us?</b>  <u>Knowledge, skills and concepts</u></p>	<p><b>Health and Wellbeing</b>  <b>What helps us stay healthy?</b>  <u>Knowledge, skills and concepts</u>          In this unit, pupils will learn:          -what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)          -that things people put into or onto their bodies can affect how they feel          -how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy          -why hygiene is important and how simple hygiene routines can stop germs from being passed on          -what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</p> <p><b>Living in the Wider World</b>  <b>What can we do with money?</b></p>	<p><b>Health and Wellbeing</b>  <b>Who helps to keep us safe?</b>  <u>Knowledge, skills and concepts</u>          In this unit, pupils will learn:          -that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people          -who can help them in different places and situations; how to attract someone's attention or ask for help; what to say          -how to respond safely to adults they don't know          -what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard          -how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</p> <p><b>Living in the Wider World</b></p>

	<p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> <li>-that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>-about the different people in their family / those that love and care for them</li> <li>-what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>-how families are all different but share common features – what is the same and different about them</li> <li>-about different features of family life, including what families do / enjoy together</li> <li>-that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul>	<p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> <li>-what money is</li> <li>- that money comes in different forms</li> <li>-how money is obtained (e.g. earned, won, borrowed, presents)</li> <li>-how people make choices about what to do with money, including spending and saving</li> <li>-the difference between needs and wants - that people may not always be able to have the things they want how to keep money safe and the different ways of doing this</li> </ul>	<p><b>How can we look after each other and the world?</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> <li>-how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and workco-operatively</li> <li>-the responsibilities they have in and out of the classroom</li> <li>-how people and animals need to be looked after and cared for</li> <li>-what can harm the local and global environment; how they and others can help care for it</li> <li>-how people grow and change and how people’s needs change as they grow from young to old</li> <li>-how to manage change when moving to a new class/year group</li> </ul>
<p><b>P.E.</b></p>	<p><b>Multi Skills</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit children will learn to:</p> <ul style="list-style-type: none"> <li>-explore static balancing and understand the concept of bases.</li> <li>-combine a number of co-ordination drills, using upper and lower body movements.</li> <li>-aim a variety of balls and equipment accurately.</li> <li>-time running to stop or intercept the path of a ball.</li> <li>-travel in different ways, showing clear transitions between movements.</li> <li>-travel in different directions (side to side, up and down) with control and fluency.</li> <li>-practise ABC (agility, balance and co-ordination) at circuit stations</li> </ul>	<p><b>Skip to the Beat</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit children will learn to:</p> <ul style="list-style-type: none"> <li>-develop foot patterns that aid skipping</li> <li>- develop skipping skills.</li> <li>- improve agility, balance and co-ordination.</li> </ul> <p><b>Groovy Gymnastics</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit children will learn to:</p> <ul style="list-style-type: none"> <li>- explore movement actions with control and link them together with flow.</li> <li>- explore gymnastic actions and shapes.</li> <li>- explore travelling on benches.</li> <li>- explore movement actions with control, and to link them together with flow.</li> </ul>	<p><b>Throwing and Catching</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit children will learn:</p> <ul style="list-style-type: none"> <li>- skills for striking and fielding games</li> <li>- to practise basic striking, sending and receiving</li> <li>- to use throwing and catching skills in a game.</li> <li>- to practise accuracy of throwing and consistent catching.</li> <li>- to strike with a racket or bat.</li> <li>- to play a game fairly and in a sporting manner.</li> <li>-to use fielding skills to play a game</li> </ul> <p><b>Cool Core</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit children will learn to:</p> <ul style="list-style-type: none"> <li>-identify techniques to improve core strength and agility.</li> </ul>

**Boot Camp**Knowledge, skills and concepts

- In this unit children will learn to:
- understand how to prepare the body for exercise
  - understand what fitness means.
  - complete a range of circuit-based activities and understand the reason for doing them.
  - understand what happens to the heart rate during exercise.
  - complete a circuit

**Mighty Movers-Running**Knowledge, skills and concepts

- In this unit children will learn to:
- explore running at a variety of speeds and in a variety of styles
  - understand the purpose of a circuit and how it can improve fitness.
  - explore running at different speeds

**Story Time Dance**Knowledge, skills and concepts

- In this unit children will learn to:
- change direction during travelling moves.
  - link travelling moves that change direction and level.
  - link moves together.
  - use a variety of moves.
  - explore basic body patterns and movements to music.
  - use a variety of moves that change speed and direction.
  - link together dance moves with gestures and changing direction in time to music.

- choose and use simple compositional ideas by creating and performing sequences.
- repeat and link combinations of gymnastic actions.
- link combinations of movements and shapes with control

**Brilliant Ball Skills**Knowledge, skills and concepts

- In this unit children will learn to:
- master basic sending and receiving techniques.
  - develop balance, agility and co-ordination.
  - make use of co-ordination, accuracy and weight transfer
  - develop receiving skills
  - use ball skills in game-based activities

**Gymfit Circuits**Knowledge, skills and concepts

- In this unit children will learn to:
- identify techniques to improve balance.
  - practise a range of gymnastic skills through a series of circuits.
  - perform a range of gymnastic skills with increased accuracy.
  - perform a sequence of gymnastic moves within a circuit.
  - perform a sequence of moves at each station within a circuit with increased accuracy.
  - evaluate my performance of gymnastic moves within a circuit.

**Active Athletics**Knowledge, skills and concepts

- In this unit children will learn to:
- use varying speeds when running.
  - explore footwork patterns.
  - explore arm mobility.
  - explore different methods of throwing.
  - practise short distance running.
  - practise taking off from different positions
  - complete an obstacle course with control and agility.

**Fitness Frenzy**Knowledge, skills and concepts

- In this unit children will learn to:
- complete a circuit that includes activities learned throughout the year.
  - explore running at different speeds.
  - improve agility, balance and co-ordination
  - evaluate performance of gymnastic moves within a circuit.
  - identify techniques to improve core strength and agility.
  - use techniques already learned to improve performance.



<b>Music</b>	<b>Hey You (Old School Hip-Hop)</b> Unit theme-How pulse, rhythm and pitch work together.	<b>Rhythm In The Way We Walk and The Banana Rap (Reggae)</b> Unit theme-Pulse, rhythm and pitch, rapping, dancing and singing.	<b>In the Groove (Blues, Baroque, Latin, Bhangra, Folk, Funk)</b> Unit theme-How to be in the groove with different styles of music.	<b>Round and Round (Bossa Nova)</b> Unit theme- Pulse, rhythm and pitch in different styles of music.	<b>Your Imagination (Pop)</b> Unit theme- Using your imagination.	<b>Reflect, Rewind &amp; Replay (Classical)</b> Unit theme- The history of music, look back and consolidate your learning, learn some of the language of music
<p><u>Knowledge, skills and concepts</u></p> <p>In these units children will learn:</p> <p><b>Listen and appraise</b></p> <ul style="list-style-type: none"> <li>- 5 songs off by heart.</li> <li>- what the songs are about.</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>-to know and recognise the sound and names of some of the instruments they use.</li> <li>- that music has a steady pulse, like a heartbeat.</li> <li>- that we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>- to confidently sing or rap five songs from memory and sing them in unison.</li> </ul>			<p><b>Playing Instruments</b></p> <ul style="list-style-type: none"> <li>-the names of the notes in their instrumental part from memory or when written down.</li> <li>- the names of the instruments they are playing.</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>-that improvisation is about making up your own tunes on the spot.</li> <li>-when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>-that everyone can improvise!</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>-that composing is like writing a story with music.</li> <li>-that everyone can compose</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>-a performance is sharing music with other people, called an audience</li> </ul>			
<b>Trips</b>	Community Superheroes visit school Teddy Bear Hospital	Visit to the theatre	Visit to local park – Howley Grange Park			
<b>Texts used</b>	Superworm, Nat Fantastic, Supertato Veggies assemble, Super Daisy, Cops and Robbers, Story of St George, Charlie’s Superhero Underpants, Non-fiction- People who help us books.	Beatrix Potter, Goldilocks and the three bears, Percy the Park Keeper – After the storm, Handa’s Surprise, Pig, Pigger, Piggest, Aliens love Underpants		Harry and the bucketful of Dinosaurs, Dinosaurs love underpants, Non-fiction Dinosaur books		