

Year 1 Wider Curriculum Map

For each of the wider curriculum subjects we follow the National Curriculum (NC), however where there is no national guidance, such as in Religious Education (RE), we have chosen to follow the Barnet syllabus. Alongside this, we have also developed our own progression of skills in certain subjects, such as Art, Design and Technology (D&T) and Physical Education (PE), to avoid repetition of objectives and build on prior learning. These are written in italics, underneath the National Curriculum objectives.

Yellow highlighting shows the topics that we as a school have opted to study within the National Curriculum/Barnet guidance. Orange text shows where a PSHE objective is also covered in another subject.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science (NC)	<u>EVERYDAY MATERIALS</u> -To distinguish between an object and the material from which it is made. -To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. -To describe the simple physical properties of a variety of everyday materials. -To compare and group together a variety of everyday materials on the basis of their simple physical properties.	<u>ANIMALS INC HUMANS</u> -To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<u>PLANTS</u> -To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. -To identify and describe the basic structure of a variety of common flowering plants, including trees.	<u>ANIMALS INC HUMANS</u> -To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. -To identify and name a variety of common animals that are carnivores, herbivores and omnivores.	<u>ANIMALS INC HUMANS</u> -To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	<u>SEASONAL CHANGES</u> -To observe changes across the four seasons. -To observe and describe weather associated with the seasons and how day length varies.

<p>Geography</p> <p>(NC)</p>	<p><u>WHERE DO WE COME FROM?</u></p> <p>-Introduction to globes and maps on a global scale.</p> <p>-First attempts to sketch world map, locating continents, oceans and UK.</p> <p>-Identify and locate hot/cold areas and climate zones.</p> <p>-Locate and label countries and origin of family, (introducing previous generations/ grandparents as past v present.)</p> <p><u>GEOGRAPHICAL SKILLS</u></p> <p>-Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in this key stage.</p> <p>-Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>			<p><u>WHERE CAN WE SEE THE SEA?</u></p> <p>-Building on world maps to locate Britain/UK, on a national scale.</p> <p>-Name, locate and identify characteristics of the four countries and their capitals.</p> <p>-Build locational knowledge of Britain, and key physical and human vocab such as coast, city etc to describe different landscapes/ topography.</p> <p>-Recognise differences from urban living to coasts.</p> <p><u>GEOGRAPHICAL SKILLS</u></p> <p>-Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in this key stage.</p> <p>-Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>-Use simple compass directions (North, South,</p>	<p><u>WHERE DO I LIVE?</u></p> <p>-Building on concept of travel around London (Underground and Harry Beck) and from London with directional language.</p> <p>-Build landmark and locational knowledge of London.</p> <p>-Discuss different travel methods past (Victorian) and present, and how railway made day trips to Southend possible.</p> <p><u>GEOGRAPHICAL SKILLS</u></p> <p>-Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in this key stage.</p> <p>-Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>-Use simple compass directions (North, South, East and West)</p>	
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	<ul style="list-style-type: none"> -Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. -Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 			<ul style="list-style-type: none"> East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. -Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. -Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	
History (NC)		<p><u>HOW HAVE TOYS CHANGED AND WHERE DO THEY COME FROM?</u> (Changes within living memory)</p> <ul style="list-style-type: none"> -Identify/describe sources used to find information about toys, and to identify differences between toys today and those in the past. -Recognise everyday materials. -Build on learning from 	<p><u>WHO WAS CHRISTOPHER COLUMBUS?</u> (Lives of significant individuals)</p> <ul style="list-style-type: none"> -Identify sources used to find information about Columbus. -To introduce transport (ships/boats) changes over time and compare with modern day. -Plot journey of Columbus on maps to 			<p><u>HOW HAS MY LOCAL AREA CHANGED?</u> (Events beyond living memory/ Significant historical places in their locality)</p> <ul style="list-style-type: none"> -Recognise and describe differences between past and present of the local area inc school from variety of sources. -Enhance map skills to distinguish human/physical features and recognising those introduced in previous

		<p>previous unit to improve sketch of world map when locating and labelling countries and origin of toys/materials.</p> <p><u>HISTORICAL SKILLS</u></p> <ul style="list-style-type: none"> -Use common words and phrases related to the passing of time. -Know where the people and events they study fit within a chronological framework. -Identify similarities and differences between ways of life in different periods. -Use a wide vocabulary of everyday historical terms. -Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. -Understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<p>describe travel/journey, locating continents, oceans, UK and countries.</p> <p><u>HISTORICAL SKILLS</u></p> <ul style="list-style-type: none"> -Use common words and phrases related to the passing of time. -Know where the people and events they study fit within a chronological framework. -Identify similarities and differences between ways of life in different periods. -Use a wide vocabulary of everyday historical terms. -Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. -Understand some of the ways in which we find out about the past and identify different ways in which it is represented. 			<p>unit relating specifically to urban areas.</p> <p>-Location of homes and transport between them.</p> <p><u>HISTORICAL SKILLS</u></p> <ul style="list-style-type: none"> -Use common words and phrases related to the passing of time. -Know where the people and events they study fit within a chronological framework. -Identify similarities and differences between ways of life in different periods. -Use a wide vocabulary of everyday historical terms. -Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. -Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
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<p>Art</p> <p>(NC and skills progression)</p>	<p><u>PAINTING</u></p> <ul style="list-style-type: none"> -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. -To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><i>-Use a variety of tools and techniques including the use of different brush sizes and types.</i></p> <p><i>-Work on different scales.</i></p> <p><i>-Mix secondary colours and shades using different types of paint.</i></p> <p><i>-Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects (adding PVA and/or sand, sawdust, flour etc.)</i></p>		<p><u>PRINTING</u></p> <ul style="list-style-type: none"> -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. -To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><i>- Make marks in print with a variety of objects, including natural and made objects.</i></p> <p><i>-Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</i></p> <p><i>-Make rubbings.</i></p> <p><i>-Build a repeating pattern and recognise patterns in the environment. - Experiment with a range of techniques to create a print artwork or a mixed media artwork involving printing a repeated image</i></p>		<p><u>DRAWING</u></p> <ul style="list-style-type: none"> -To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. -To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><i>-Use a variety of tools incl. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media</i></p> <p><i>-Begin to explore the use of line, shape and colour.</i></p> <p><i>-Control the types of marks made with different media on a range of surfaces.</i></p> <p><i>-Begin to use observational skills when drawing.</i></p> <p>* Georgia O'Keefe</p>	
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	<p>-Demonstrate increasing control over the types of marks made when painting.</p> <p>*Jackson Pollock</p>		<p>(eg. finger prints/ mono print/relief printing on a painted background)</p> <p>-Begin to understand what positive and negative spaces of prints are.</p> <p>*Monet (Impressionism)</p>			
<p>DT</p> <p>(NC and skills progression)</p>		<p><u>FOOD AND NUTRITION</u></p> <p>-To use the basic principles of a healthy and varied diet to prepare dishes –To understand where food comes from.</p> <p><u>Food Production and Processing</u></p> <p>-Pupils know that fruit and vegetables come from plants and can give some examples</p> <p><u>Nutrition and Healthy Eating</u></p> <p>Pupils understand that they should eat 'five a day' and can give some examples of typical fruit and vegetables they eat</p> <p><u>How to Cook</u></p> <p>Pupils can cut and prepare fruit and vegetables safely</p> <p>Design and make a healthy fruit and cereal breakfast</p>		<p><u>STRUCTURES AND MATERIALS/MECHANICAL SYSTEMS</u></p> <p>-To design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>-To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>-To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>-To select from and use a wide range of materials</p>		<p><u>STRUCTURES/MECHANICAL SYSTEMS</u></p> <p>-To design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>-To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>-To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>-To select from and use a wide range of materials and components, including construction materials,</p>

			<p>and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>-To explore and evaluate a range of existing products.</p> <p>-To evaluate their ideas and products against design criteria.</p> <p>-To build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>-To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><i>Introducing joins, hinges, sliders, reinforce cutting: Make a paper/card character from a story move (joining with split pins; puppets; shoe box stage with characters)</i></p>	<p>textiles and ingredients, according to their characteristics.</p> <p>-To explore and evaluate a range of existing products.</p> <p>-To evaluate their ideas and products against design criteria.</p> <p>-To build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>-To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Thinking about Levers and Sliders: Make a Marble Run/miniature roller coaster (challenge: incorporate curves into design)</p>
<p>RE</p> <p>(Barnet Syllabus for Religious Education Nov 2018)</p>	<p><u>SPECIAL PLACES IN THE HOME/COMMUNITY AND SYMBOLS</u></p> <p>(CHRISTIANITY, JUDAISM AND HUMANISM/ NON-RELIGIOUS EXPERIENCES)</p> <p>-To understand that we all have our own special places</p>	<p><u>CELEBRATIONS AND STORIES</u></p> <p>(CHRISTIANITY, JUDAISM AND HUMANISM/ NON-RELIGIOUS EXPERIENCES)</p> <p>-To hear stories and learn about special occasions which are celebrated</p>	<p><u>LEADERS/TEACHERS AND BELIEFS</u></p> <p>(CHRISTIANITY, JUDAISM AND HUMANISM/ NON-RELIGIOUS EXPERIENCES)</p> <p>-To understand who is special to them and to others</p> <p>-To understand the point of view of people who</p>	

	<ul style="list-style-type: none"> -To understand that religious people have special places in the home and in the community where they worship -To understand why signs and words are special. -To identify the symbols that religions use -To understand the use of symbols in the stories 	<ul style="list-style-type: none"> -To understand that religious believers celebrate important occasions with rituals and festivals -To understand why books are special to pupils and others -To hear and/or read a variety of religious stories about people, their words, beliefs and practices and realise why these are important -To understand why these writings are important and special to the various religious communities -To understand that there are similarities and differences both within and between religions on how the sacred texts are used to inform beliefs. 	<ul style="list-style-type: none"> belong to a religious group -To know about key people who are important because of their influence in the founding and development of different faiths -To understand that we all have beliefs about the world and these inform how we think we should behave -To know that religious people have beliefs on many issues and these affects the choices they make -To identify issues facing the local environment and understand the importance of caring for the world
PSHE (PSHE and Wellbeing Framework for Primary Schools)	<p><u>Awareness of Feelings</u></p> <ul style="list-style-type: none"> -To know how to recognise and name different feelings. -To know a range of words to describe feelings. -To know how to tell how people are feeling. -To begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings. <p><u>All about me</u></p> <ul style="list-style-type: none"> -To know what they like/dislike and are good at. -To know what makes them special and that everyone has different strengths. -To know how their personal features or qualities are unique to them. - To know how they are similar or different to others, and what they have in common. -To be able to describe their unique qualities and strengths, and the qualities and strengths of others. <p><u>Being different</u></p> <ul style="list-style-type: none"> -To know more about other people's opinions and views. 	<p><u>Keeping well and clean</u></p> <ul style="list-style-type: none"> -To know that things people put into their bodies can affect how they feel. -To know why hygiene is important and how simple hygiene routines can stop germs from being passed on. -To know how physical activity and healthy eating helps them to stay healthy. -To know what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing. -To know who helps help them to stay healthy (e.g. parent, dentist, doctor). -To know how to keep themselves clean and how to brush their teeth effectively. -To be able to describe different ways to stay healthy. <p><u>My Friendships</u></p> <ul style="list-style-type: none"> -To learn about what makes a good friend. -To learn about different types of friends, including grown-ups. -To learn simple strategies to resolve conflict between friends. 	<p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> -To know that household products, including medicines, can be harmful if not used properly. -To know how medicines can help people stay healthy and that some people need to take medicines every day to stay healthy. -To know some basic rules to keep safe online. -To know how to keep themselves safe at home and online. <p><u>My family</u></p> <ul style="list-style-type: none"> -To explore different kinds of families. -To identify who can help when families make us feel unhappy or unsafe. -To know there are different types of families. -To know which people we can ask for help. <p><u>Losing and finding</u></p> <ul style="list-style-type: none"> -To learn about what happens when things get lost or change. -To be able to express how they feel when they lose something or if things change(including moving home, losing toys, pets or friends).

	<p>-To know about the different groups they belong to (clubs, faith, cultural heritage etc).</p> <p>-To be able to talk about the fact that everyone has different opinions and views.</p> <p><u>Money</u></p> <p>-To know about what money is and where it comes from.</p> <p>-To know about the cost of everyday items.</p> <p>-To know that I can keep money in different places, and that some places are safer than others, e.g. a money box or a bank.</p> <p>-To be able to identify and recognise the value of coins and notes.</p> <p>-To be able to talk about where money can come from.</p> <p>-To be able to explain the difference between needs and wants.</p> <p>-To be able to explain a suitable place to keep money safe, and explain why.</p>		<p>-To know that hurtful behaviour is not acceptable and how to report bullying (including cyberbullying).</p> <p>-To understand the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</p> <p>-To understand what 'privacy' means and the importance of respecting others' privacy.</p> <p>-To be able to talk about what makes a good friendship.</p> <p>-To be able to talk about good and not so good feelings.</p> <p>-To be able to talk about how they would resolve conflicts with their friends.</p> <p><u>The Environment</u></p> <p>-To understand what can harm the local and global environment; how they and others can help care for it.</p> <p>-To know some of the things they can do at home and at school to help the environment.</p>		<p><u>Looking after myself</u></p> <p>-To learn more about road safety and who helps us keep safe.</p> <p>-To understand the role of the emergency services.</p>	
Computing (NC/Purple Mash)	<u>Digital Literacy</u> -To 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 skills</u>	<u>Computer Science</u> -To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. -To create and debug simple programs. <u>Computing skills</u>	<u>Information Technology</u> -To use technology purposefully to create, organise, store, manipulate and retrieve digital content. <u>Computing skills</u> -To sort, collate, edit and store simple digital content (name, save and retrieve their work and follow simple	<u>Computer Science</u> -To use logical reasoning to predict the behaviour of simple programs. <u>Computing skills</u> -To read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. -To interpret where the turtle in 2Go challenges	<u>Digital Literacy</u> -To recognise common uses of information technology beyond school. <u>Computing skills</u> -To understand what is meant by technology and identify a variety of examples both in and out of school. -To make a distinction between objects that	<u>Information Technology</u> -To use technology purposefully to create, organise, store, manipulate and retrieve digital content. <u>Computing skills</u> -To sort, collate, edit and store simple digital content (name, save and retrieve their work and follow simple instructions to access online resources).

	<p>-To understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons.</p> <p>-To take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.</p> <p>Purple Mash Module: Unit 1.1 Online Safety & Exploring Purple Mash</p>	<p>-To understand that an algorithm is a set of instructions used to solve a problem or achieve an objective.</p> <p>-To know that a computer program turns an algorithm into code that the computer can understand.</p> <p>-To work out what is wrong with a simple algorithm when the steps are out of order and write their own simple algorithm.</p> <p>-To know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code.</p> <p>Purple Mash Module: Unit 1.5 Maze Explorers using 2Go</p>	<p>instructions to access online resources).</p> <p>Purple Mash Module: Unit 1.6 Animated Story Books using 2Create A Story</p>	<p>will end up at the end of the program.</p> <p>Purple Mash Module: Unit 1.7 Coding using 2Code</p>	<p>use modern technology and those that do not</p> <p>Purple Mash Module: Unit 1.9 Technology Outside of School</p>	<p>Purple Mash Module: Unit 1.8 Spreadsheets using 2Calculate</p>
<p>PE (GM)</p> <p>(NC and skills progression)</p>	<p>Ball Skills</p> <p>-To master basic movements including running, jumping, throwing and catching.</p> <p>-To master basic sending and receiving skills.</p> <p>-To develop balance agility and co-ordination.</p>	<p>Invasion Games (Benchball)</p> <p>-To master basic movements including running, jumping, throwing and catching.</p> <p>- To learn skills for invasion games.</p> <p>-To practise basic sending and receiving.</p>	<p>Gymnastics</p> <p>-To develop balance, agility and co-ordination.</p> <p>- To identify and use simple gymnastics actions and shapes.</p> <p>-To apply basic strength to a range of gymnastics actions.</p>	<p>Athletics</p> <p>-To master basic movements including running, jumping, throwing and catching.</p> <p>-To use varying speeds when running.</p> <p>-To explore footwork patterns.</p> <p>-To explore arm mobility.</p>	<p>Net Wall Games</p> <p>-To participate in team games, developing simple tactics for attacking and defending.</p> <p>- To learn skills for net wall games.</p> <p>-To practise basic sending and receiving.</p>	<p>Striking and Fielding Games</p> <p>-To participate in team games, developing simple tactics for attacking and defending.</p> <p>- To learn skills for striking and fielding games -To practise basic striking, sending and receiving -To</p>

	<ul style="list-style-type: none"> -To make use of coordination, accuracy and weight transfer. -To develop receiving skills. -To use ball skills in game based activities. 	<ul style="list-style-type: none"> -To use throwing and catching skills in a game. -To practise accuracy of throwing and consistent catching. -To develop simple attacking and defending tactics. -To play a game fairly and in a sporting manner. 	<ul style="list-style-type: none"> -To begin to carry basic apparatus such as mats and benches. -To recognise like actions and link. -To perform a variety of basic gymnastics actions showing control. -To introduce turn, twist, spin, rock and roll and link these into movement patterns. -To perform longer movement phases and link with confidence. 	<ul style="list-style-type: none"> -To explore different methods of throwing. -To practise short distance running. 	<ul style="list-style-type: none"> -To strike with a racket or bat. -To develop simple attacking and defending tactics. -To play a game fairly and in a sporting manner. 	<ul style="list-style-type: none"> use throwing and catching skills in a game. -To practise accuracy of throwing and consistent catching. -To strike with a racket or bat. -To develop simple attacking and defending tactics. -To play a game fairly and in a sporting manner. -To use fielding skills to play a game.
PE (CT) (NC and skills progression)	<u>Gymnastics</u> <ul style="list-style-type: none"> -To develop balance, agility and co-ordination. - To identify and use simple gymnastics actions and shapes. -To apply basic strength to a range of gymnastics actions. -To begin to carry basic apparatus such as mats and benches. -To recognise like actions and link. -To perform a variety of basic gymnastics actions showing control. 	<u>Dance</u> <ul style="list-style-type: none"> -To perform dances using simple movement patterns. -To change direction during travelling moves. -To link travelling moves that change direction and level. -To link moves together. -To use a variety of moves. -To explore basic body patterns and movements to music. -To use a variety of moves that change speed and direction. 	<u>Yoga</u> <ul style="list-style-type: none"> -To develop balance, agility and co-ordination. -To move confidently and safely in their own and general space. -To copy or create and link movement phrases with beginnings, middles and ends. -To perform movement phrases using a range of body actions and body parts. -To know how to carry and place equipment. 	<u>Dance</u> <ul style="list-style-type: none"> -To perform dances using simple movement patterns. To change direction during travelling moves. -To link travelling moves that change direction and level. -To link moves together. -To use a variety of moves. -To explore basic body patterns and movements to music. -To use a variety of moves that change speed and direction. 	<u>Athletics</u> <ul style="list-style-type: none"> -To master basic movements including running, jumping, throwing and catching. -To use varying speeds when running. -To explore footwork patterns. -To explore arm mobility. -To explore different methods of throwing. -To practise short distance running. 	<u>Outdoor and Adventurous Activities</u> <ul style="list-style-type: none"> -To engage in co-operative physical activities, in a range of increasingly challenging situations.

	<p><i>-To introduce turn, twist, spin, rock and roll and link these into movement patterns.</i></p> <p><i>-To perform longer movement phases and link with confidence.</i></p>	<p><i>-To link together dance moves with gestures and changing direction in time to music.</i></p> <p><i>-To practise taking off from different positions.</i></p> <p><i>-To complete an obstacle course with control and agility.</i></p>	<p><i>-To recognise how their body feels when still and when exercising.</i></p> <p><i>-To watch, copy and describe what they and others have done.</i></p>	<p><i>-To link together dance moves with gestures and changing direction in time to music.</i></p> <p><i>-To practise taking off from different positions.</i></p> <p><i>-To complete an obstacle course with control and agility.</i></p>		
<p>Music</p> <p>(NC and skills progression)</p>	<p>-To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>-To play tuned and untuned instruments musically.</p> <p>-To listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>-To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><i>-Singing: Simple songs chants and rhymes and call and response for pitch matching. Start/stop to a conductor, loud/quiet. Solos in singing games.</i></p> <p><i>-Musicianship: keep to a pulse in the group with</i></p>	<p>-To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>-To play tuned and untuned instruments musically.</p> <p>-To listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>-To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><i>-Singing: Simple songs chants and rhymes and call and response for pitch matching. Start/stop to a conductor, loud/quiet. Solos in singing games.</i></p> <p><i>-Musicianship: keep to a pulse in the group</i></p>	<p>-To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>-To play tuned and untuned instruments musically.</p> <p>-To listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>-To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><i>-Singing: Simple songs chants and rhymes and call and response for pitch matching. Start/stop to a conductor, loud/quiet. Solos in singing games.</i></p> <p><i>-Musicianship: keep to a pulse in the group with</i></p>	<p>-To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>-To play tuned and untuned instruments musically.</p> <p>-To listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>-To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><i>-Singing: Simple songs chants and rhymes and call and response for pitch matching. Start/stop to a conductor, loud/quiet. Solos in singing games.</i></p> <p><i>-Musicianship: keep to a pulse in the group with</i></p>	<p>-To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>-To play tuned and untuned instruments musically.</p> <p>-To listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>-To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><i>-Singing: Simple songs chants and rhymes and call and response for pitch matching. Start/stop to a conductor, loud/quiet. Solos in singing games.</i></p> <p><i>-Musicianship: keep to a pulse in the group with</i></p>	<p>-To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>-To play tuned and untuned instruments musically.</p> <p>-To listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>-To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><i>-Singing: Simple songs chants and rhymes and call and response for pitch matching. Start/stop to a conductor, loud/quiet. Solos in singing games.</i></p> <p><i>-Musicianship: keep to a pulse in the group with</i></p>

	<p>movement/body percussion/instruments. Pulse/rhythm. Copy and invent simple patterns.</p> <p>-Notation: read, clap, play and compose short rhythms using pictorial notation.</p> <p>Singing Games</p>	<p>with movement/body percussion/instruments. Pulse/rhythm. Copy and invent simple patterns.</p> <p>-Notation: read, clap, play and compose short rhythms using pictorial notation.</p> <p>KS1 Production</p>	<p>movement/body percussion/instruments. Pulse/rhythm. Copy and invent simple patterns.</p> <p>-Notation: read, clap, play and compose short rhythms using pictorial notation.</p> <p>Minibeast Rhythms</p>	<p>movement/body percussion/instruments. Pulse/rhythm. Copy and invent simple patterns.</p> <p>-Notation: read, clap, play and compose short rhythms using pictorial notation.</p> <p>The Clock Song</p>	<p>-Musicianship: keep to a pulse in the group with movement/body percussion/instruments. Pulse/rhythm. Copy and invent simple patterns.</p> <p>-Notation: read, clap, play and compose short rhythms using pictorial notation.</p> <p>Jack and the Beanstalk</p>	<p>percussion/instruments. Pulse/rhythm. Copy and invent simple patterns.</p> <p>-Notation: read, clap, play and compose short rhythms using pictorial notation.</p> <p>Timbre and Composing</p>
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