

# Bramham and Shadwell Federation Subject Overview

September 2018 - July 2019



Subject	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>SMSC</b>	Years 1-6.	Myself: What makes a good global citizen?	Keeping Safe: How did people in the past protect themselves?	Freedom: What does Freedom mean to someone?	Thinking of Others: How did people treat each other in the past?	Looking all around me: Can I make a difference?	Being Better: How did people in the past aim to lead better lives?
SMSC is embedded within all curriculum areas including Assemblies and Collective Worship.							
<b>Maths</b> (see individual year group Mastery overview documents for further detail and progression)	Year 1	Number: Place Value Number: Addition and Subtraction	Geometry: Shape Number: Place Value Number: Addition and Subtraction	Time Place Value Number: Addition and Subtraction Measures: length and height	Number: Multiplication and division Number: Fractions	Number: Place Value Number: Addition and Subtraction	Measurement: money Measurement: Weight and Volume
	Year 2	Number: Place Value Number: Addition and Subtraction	Measurement: length and mass Graphs Multiplication and division	Measurement: money Geometry: Properties of shape	Number: Fractions	Measurement: Time Measurement: capacity, volume and temperature	Post SATS mathematics project work – linked to topic work and consolidating learning in preparation for KS2
	Year 3	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and division Measurement	Number: Multiplication and division Measurement	Number: fractions Consolidation unit	Number: fractions Geometry: Properties of shapes	Measurement Statistics Consolidation unit
	Year 4	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and division Measurement: area	Number: fractions Measurement: time	Number: decimals Measurement: money	Measurement: perimeter and length Geometry: shape and symmetry Geometry: position and direction	Statistics Measurement: area and perimeter
	Year 5	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and division Statistics	Number: fractions Number; decimals	Number; decimals Number: percentages	Geometry: angles Geometry: shape Geometry: position and direction	Measurement: converting units Number: prime numbers Area and perimeter Measure: volume
	Year 6	Number: Place Value Number: addition, subtraction, multiplication and division	Fractions	Number: decimals Number: percentages Measurement	Number: algebra Number: ratio Geometry and statistics	Geometry: properties of shape Geometry: position and direction	Post SATS mathematics project work – linked to topic work and consolidating learning in preparation for KS3
	* The Mastery curriculum is embedded throughout KS1 and is in the process of being rolled out across KS2						

# English

Mastery of all skills from the current Year Group and all skills from preceding years.

Handwriting is developed so that children can form letters correctly using accurate pencil grip; they begin to join letters by the end of Year 2, particularly digraphs and trigraphs. In KS2, children are taught to join all letters (starting with initial joins before moving on to the second, third and fourth joins within a word). The aim is for children to be able to write with fluidity and speed so that by the end of Year 5 they are able to join fully when writing in pen.

Spelling progression follows the patterns outlined for each year group in the National Curriculum (2014). Children revise spellings from previous Year Groups; consolidate their spelling of Common Exception Words and High Frequency Words alongside the spelling pattern which is a focus for their year group. 'Common Errors' are identified for each child and routines are in place to close the gap for all children.

All Grammar and Sentence work is taught through an engaging topic themed book. The objectives from the National Curriculum have been broken down and exemplified clearly for each year group. See the bespoke 'Grammar, Vocabulary and Sentence Organisation' Document which clearly outlines this progression for each Year Group.

Reading focuses on developing phonic knowledge so that children can learn to decode words before moving on to making simple inferences. Children are taught to read fluently so that they can read at a pace of approximately 90 words per minute by the end of Year 2. KS2 continue to develop fluency and intonation paying particular attention to the flow of more complex punctuation within paragraphs.

Children work to develop the skills below at an appropriate level in each year group.

<b>RETRIEVE</b> Understand, summarise, retrieve and record information from texts, including non-fiction.	<b>INTERPRET</b> Deduce, infer or predict information, events or ideas from text, justifying using the text.	<b>CHOICE</b> Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader.	<b>VIEWPOINT</b> Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.	<b>PERFORM</b> Show understanding through intonation, tone, volume and action when reading and performing poems and play-scripts.	<b>REVIEW</b> Discuss books read independently and as a group, justifying their views.
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Teachers use bespoke assessment criteria for each year group to moderate and assess reading and writing. Please see these on the website.

\* The higher expectations for reading and writing as clarified in End of Key Stage Interim Frameworks are currently being embedded in all classes.

# Geography/History

	Year 1	<p>Locational knowledge</p> <p>Name the countries of the UK and our place in the UK.</p> <p>The royal family. Significant events in living memory: The Queen's coronation, first man on the moon.</p>		<p>Human and Physical Geography.</p> <p>Place knowledge – understanding geographical similarities &amp; differences through the study of a non-European place (Caribbean). Weather patterns. Fair Trade.</p> <p>Journeys of exploration - Drake/Raleigh. Pirates</p>		<p>Geographical skills and fieldwork</p> <p>Place knowledge – fieldwork and observation skills studying the geography of our school.</p> <p>Changing technologies over time. Seaside holidays in the past &amp; how they have changed over time.</p>		
	Year 2	<p>Locational knowledge:</p> <p>Name &amp; locate the countries, capitals &amp; seas of the UK, including major rivers &amp; mountains. Name &amp; locate the world's seven continents &amp; major oceans. Contrasting local study (Bramham/Shadwell v Lyme Regis).</p> <p>Mary Anning. (Link to Geography - contrasting local study Bramham/Shadwell v Lyme Regis).</p>		<p>Human and Physical Geography.</p> <p>Place knowledge – understanding geographical similarities &amp; differences through the study of a non-European country (Australia with the UK). Fair Trade.</p> <p>First aeroplane flight, Wright Bros, Amy Johnson (first female aviator to fly solo to Australia). Trip to Yorkshire Air Museum.</p>		<p>Geographical skills and fieldwork.</p> <p>Place knowledge – fieldwork and observation skills studying the geography of our local area.</p> <p>Florence Nightingale &amp; Mary Seacole (Thackeray Museum trip).</p>		
	Year 3	<p>Locational knowledge.</p> <p>Name &amp; locate counties &amp; cities of UK.</p>	<p>Changes in Britain from the Stone Age to Bronze Age.</p>	<p>Human and Physical Geography.</p> <p>Place knowledge - Describe key aspects &amp; their effects over time on a region in the UK (Oxford).</p>	<p>The achievements of the Ancient Egyptians. In-depth study.</p> <p>Fair Trade</p>	<p>Geographical skills and fieldwork.</p> <p>Link to a contrasting UK location drawing comparisons with our local area.</p>	<p>Changes in Britain from the Bronze Age to the Iron Age.</p>	
	Year 4	<p>Locational knowledge.</p> <p>Name &amp; locate countries &amp; cities of Europe.</p>	<p>The Roman Empire &amp; its impact on Britain.</p>	<p>Human and Physical Geography.</p> <p>Place knowledge - Describe key aspects &amp; their effects over time on a region in France.</p>	<p>Britain's settlement by Anglo-Saxons &amp; Scots.</p> <p>Fair Trade</p>	<p>Geographical skills and fieldwork.</p> <p>Link to European location drawing comparisons with local area.</p>	<p>The Viking &amp; Anglo-Saxon struggle for the Kingdom of England to 1066.</p>	
	Year 5	<p>Locational knowledge.</p> <p>Name &amp; locate major world countries &amp; cities.</p>	<p>The Mayan civilisation c.AD900 (contrast with British history).</p>	<p>Human and physical Geography.</p> <p>Place knowledge -South America with in-depth study of a South American country.</p>	<p>Ancient Greeks – study of Greek life &amp; achievements &amp; their influence on the Western world.</p> <p>Fair Trade</p>	<p>Geographical skills and fieldwork.</p> <p>Brazilian rainforest environmental issues.</p>	<p>Historical local study – How the local area of Shadwell/Bramham has changed over time.</p>	

	Year 6	Locational knowledge. Explore a contrasting world location eg.growth of technological manufacturing in a global location.  Fair Trade	World War II – study how life changed after WWI & during World War II and investigate the implications following WW2. Compare with modern day politics.	Describe & understand key aspects of physical and human geography & their effects over time. Fieldwork linked to Year 6 Residential to Carlton Lodge, North Yorkshire - Rivers/ Mountains study.  Fair Trade.  Detailed mapping, 6 figure grid references	Historical influences and changes since ...  eg. medicine, culture, housing.  History unit linked to the production.  Transition to High School.		
Science skills (incorporated into SITE projects)	Year 1	Everyday Materials  SITE project: Design and make a hat for the Queen.		Animals, including Humans  SITE project: Design and create an interactive poster about the human body.	Plants  SITE project: Design and make a scarecrow to protect sunflowers.		
	Year 2	Living things and their habitats  SITE project: Design and make a bird feeder.		Uses of everyday materials  SITE project: Design and create a flying-themed toy for a child	Plants: Animals including humans  SITE project: Design a bug hotel for a minibeast.		
	Year 3	Magnets and Forces  SITE project: Create a magnetic toy.	Rocks  SITE project: Use natural materials to create a Stone Age shelter.	Plants  SITE project: Create a moving picture of a flowering plant life cycle.	Magnets and Forces  SITE project: Using levers to build an Egyptian shaduf.	Light  SITE project: Create an outdoor puppet theatre	Animals including humans SITE project: Construct a working greenhouse.
	Year 4	Sound  SITE project: Create a musical instrument.	Electricity  SITE project: Create a textile purse.	Electricity  SITE project: Devise an electrical game.	Living things and their habitats SITE project: Create a habitat for a chosen minibeast.	Animals, including humans SITE project: Create an interactive food chain.	States of Matter  SITE project: Design an item of clothing suitable for a Mediterranean climate.
	Year 5	Forces; Earth and Space  SITE project: Design a space buggy.	Earth and Space  SITE project: Make an orary.	Properties of Materials  SITE project: Create a tribal home combining fabric shapes	Properties and changes of materials SITE project: Make a pair of Greek sandals.	Life Cycles  SITE project: Make a bird hide.	Life cycles and humans  SITE project: Develop a gadget to be used around the home.
	Year 6	Light  SITE project: Design and build a kaleidoscope	Electricity  SITE project: Design a morse code buzzer.	Evolution and Inheritance; Living things and their habitats SITE project: Design a small animal shelter based on its habitat needs.	Animals, including humans  SITE project: Design and make an item of sportswear.		

<b>Computing</b>	Year 1	Understanding algorithms – how they are implemented; create and debug simple programmes; using logical reasoning to predict the behaviour of simple programmes; using technology to create, organise, store, manipulate and retrieve digital content; recognise common uses of IT beyond school; use technology safely (e-safety week).					
	Year 2						
	Year 3	Design, write & debug programmes; use sequence, selection & repetition in programmes working with inputs & outputs; using logical reasoning to explain how simple algorithms work and detecting and correcting errors; understand computer networks; use search technologies effectively; select, use and combine a variety of software on a range of digital devices to design and create a range of programmes; using technology safely (e-safety week).					
	Year 4						
	Year 5						
	Year 6						
	These aspects are taught through the SITE projects.						
<b>R.E.</b>	Year 1	Why are stories important? Harvest at Church	Why do we celebrate special occasions? Remembrance Service Shadwell: Christingle at Church Bramham : Carol Service	What does it mean to belong to a church or mosque?	Why do we care about people?		
	Year 2	How do Christians and Muslims celebrate new life? Remembrance Service Harvest at Church Remembrance service Shadwell: Christingle at Church Bramham : Carol Service at Church		How can we make good choices?	How and why do people pray?	How can we look after our planet?	
	Year 3	How are beliefs expressed through the Arts? Harvest service	What do Christians believe about a good life? Remembrance service Christmas story Carol Service	What do Christians believe about a good life?	Who can inspire us? Easter story Bible	What does it mean to be a Jew?	
	Year 4	How are important events remembered in ceremonies? Harvest at Church Remembrance service Carol Service		What words of wisdom can guide us?	What do creation stories tell us about our world?	What faiths make up our community?	
	Year 5	Why some places & journeys are special to all religions. Islam: Introduction to Islam. The Qur'an. Harvest service at church	Islam: What we learn from stories in the Qur'an. Remembrance Service Carol service	Islam: How we lead a good life. What it means to have faith.	Christianity: Forgiveness and reconciliation.	Christian, Muslim & Humanist values.	Making links between our behaviour and the values we hold, and the values studied throughout the year.
	Year 6	What does it mean to be a Sikh? Harvest service at church	What does it mean to be a Sikh? Remembrance Service Carol service	How do Christians express their beliefs?	What is compassion and how can it be shown?	How does growing up bring responsibilities and commitments?	

<b>Art and Design</b>	Year 1	Sketching & painting of self portraits Portraits of the Queen.	Colour mixing - Van Gogh (Starry night picture) Using different brushes to achieve different finishes. Printing Christmas cards – printing with paint	Colour mixing. Sketching, using pastels and oil paintings and comparing the effect. Portraits of Sir Francis Drake.	Junk modelling (ships). Printing with shapes.	Printing using a variety of objects. Weaving with natural materials.	Landscape paintings.
	Year 2	Printing	Collage/drawing using different techniques	Aboriginal Art painting. using a range of techniques.	Collage of Australian birds.	Famous Artist study: Andy Goldsworthy	Clay sculptures – Beatrix Potter models.
	Year 3	Artist Paul Nash, Autumn collage.	Painting a cave wall using water colour for background.	Portraits. Water colours. “Freedom” painting study by Mona Davis.	Developing tone, colour & texture in drawing portraits. Impressionist work contrast with expressionist.	Cubist artwork/shape and line. Study of Piet Mondrian. “Broadway boogie woogie.”	3D study - Ancient Egyptian Clay canopic jars.
	Year 4	Sketching pictures using the Quentin Blake style.	Roman Mosaics	Comparing portrait styles from various artists.  Shading.	Weaving a miniature blanket.	Using natural materials outside to make a design linked to Andy Goldsworthy art.	Developing art & design techniques to create Viking ships; Sewing a felt Viking purse.
	Year 5	Improving drawing techniques using inspiration from Japanese artist, Hokusai.	Clay sculptures of Mayan Gods. Clay tiles.	Chinese New Year collage of dragon.	Sketch life size pictures of Ancient Greek Olympians.	Exploring and experimenting with colours related to the planets.	Making a cross stitch picture using binca & thread.
	Year 6	Textiles – making a bag & sewing detail.	WW2 shelters – sketching.  Henry Moore – pencil sketching and wax resist.	3D Textures – river landscape batik →  Mary Edna Fraser - batik		Clay work	Props and set design and building.
<b>Design Technology</b>	KS1	<p><b>Design:</b> design purposeful, functional, appealing products for themselves and other users based on design criteria.generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make:</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate:</b> explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge:</b> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>These aspects are taught through SITE projects.</p> <p><u>Cooking and Nutrition</u> Pupils are taught to: use the basic principles of a healthy and varied diet to prepare dishes and to understand where food comes from.</p>					

















	<b>KS2</b>	<p><b><u>Design:</u></b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b><u>Make:</u></b> select from and use a wider range of tools and equipment to perform practical tasks accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b><u>Evaluate:</u></b> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p> <p><b><u>Technical knowledge:</u></b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [eg. gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products apply their understanding of computing to programme, monitor and control their products. These aspects are taught through SITE projects.</p> <p><b><u>Cooking and Nutrition</u></b> Pupils are taught to: understand and apply the principles of a healthy and varied diet, to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques and to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
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<b>P.E.</b>	<b>Year 1</b>	Gymnastics - balancing Team games	Games Unit 1 – throwing and catching; Gymnastics – sequences	Gymnastics – rolling Games Unit 2- throwing and kicking.	Games Unit 2- throwing and kicking. Bat and ball; Gymnastics	Games Dance	Athletics - preparing for Sports day.  Dance
	<b>Year 2</b>	Games – Ball skills (Throwing and Catching) Dance	Dance Unit Gymnastics	Gymnastics Games – Net and wall	Games unit - Net	Games - striking and fielding	Athletics Sports day.
	<b>Year 3</b>	Invasion games Core task 1 Coach Dance	Coach Dance Gymnastics	Gymnastics (Core task 2) Net and wall (tennis DVD unit)	Dance unit Games Net and wall	Striking/fielding OAA	Athletics (Unit 1 – 2) Sports day prep
	<b>Year 4</b>	Dance and swimming	Dance and swimming	Gymnastics and swimming	Invasion games and swimming	Invasion games and swimming	Net and wall games. Striking and fielding games  Swimming/Sports Day (Athletics)
	<b>Year 5</b>	Tag Rugby. Netball.	Hockey Basketball	Rainforest Dance/Gymnastics – Capoeira/Ginga.	Net and wall skills Outdoor and adventurous activities.	Striking & fielding (Rounders) Athletics	Striking & fielding (Cricket). Dance Sports day
	<b>Year 6</b>	Netball Tag Rugby	Dance	Gymnastics Orienteering (Link to map reading).	Football Hockey	Striking and Fielding	Athletics Sports Day



<b>French</b>	<b>Year 1</b>	Finger rhymes & French songs.					
	<b>Year 2</b>	Classroom instructions; finger rhymes & songs.		Numbers to 10; finger rhymes & songs.		French culture: Paris & its key landmarks; finger rhymes & songs.	
	<b>Year 3</b>	Jollie Ronde scheme of work: Simple conversation Q & A.	Jollie Ronde scheme of work: Colours; Arc-en-ciel (Rainbow Fish) book; Christmas.	Jollie Ronde scheme of work: Food & Drink; Mardi Gras; Phonics poems.	Jollie Ronde scheme of work: Numbers to 20; Easter.	Jollie Ronde scheme of work: Days of the week; Months of the year. Phonics poems.	Jollie Ronde scheme of work: La Chenille qui fait des trous (The Very Hungry Caterpillar) book; French culture – city life.
	<b>Year 4</b>	Jollie Ronde scheme of work: Parts of the body.	Jollie Ronde scheme of work: Zoo animals; Christmas.	Jollie Ronde scheme of work: Family members; Pets.	Jollie Ronde scheme of work: Le radis geant (The Enormous Turnip); Easter.	Jollie Ronde scheme of work: Dictionary skills; Hobbies.	Jollie Ronde scheme of work: Numbers 12-31; Clothing. Les elfes et le cordonnier book.
	<b>Year 5</b>	Jollie Ronde scheme of work Shops, asking directions.	Jollie Ronde scheme of work Telling the time, Christmas activities.	Jollie Ronde scheme of work Revision – days of the week, months of the year, hobbies.	Jollie Ronde scheme of work Numbers 0-50, Food.	Jollie Ronde scheme of work Breakfast, ingredients for baking – following recipes. La petite poule rousse book.	Jollie Ronde scheme of work Weather, seasons.
	<b>Year 6</b> * Bramham Year 6 following the Year 5 French curriculum.	Jollie Ronde scheme of work Classroom routines & objects.	Jollie Ronde scheme of work Describing the weather, occupations & family members. Playscript – les cadeaux de grand-mère.	Jollie Ronde scheme of work Homes. Estate Agent advertisements.	Jollie Ronde scheme of work Furniture. Descriptive writing of an ideal home.	Jollie Ronde scheme of work Holidays & places to visit. Presentation of a planned holiday.	Jollie Ronde scheme of work Making reservations. Writing a letter reserving a hotel room, creating a programme of activities for a holiday.
<b>Music</b>	<b>Year 1</b>	Use percussion instruments to explore sounds and imitate sounds. Exploring pulse and rhythm. <b>Link to topic theme - Royal family</b> /London/watch the changing of the Queen's guard. <b>Harvest service</b>	Make different sounds Exploring duration - <b>Link to topic theme – Space</b> . Listen to piece of music Tim Peake listened to when he went to the ISS. Compose a piece to sound/feel like a rocket countdown and lift off. <b>Christmas performance Carols</b>	Make a sequence of long and short sounds with help (duration).  <b>Link to topic theme – Pirates</b> .  Listen to Klaus Badelt and Hans Zimmer.'He's a Pirate.' Children to draw their own notation.	Imitate changes in pitch– high and low.  Specialist Music Teacher – pirate narration with percussion and objects to add sound effects. <b>Performance to the rest of school</b>	<b>Link to topic theme – seasons/growing/ spring</b> Hear different moods in music. Identify texture– one sound or several sounds. Choose sounds to represent different things Look at the Four Seasons by Antonio Vivaldi. Children make their own notation and perform their own 'spring' piece with percussion.	Exploring timbre, tempo and dynamics <b>Link to topic theme – seaside</b>  Children to make instruments that they can use to give 'seaside' sound effects. <b>Performance to class</b>
	<b>Year 2</b>	<b>Link to topic theme - dinosaurs</b> Identify the pulse in music and use pitch changes to convey meaning. Use	Make own sounds and symbols to make and record music. Start to look at basic formal notation- play by ear first.	<b>Link to topic theme - aeroplanes and transport</b> Know music can be played or listened to for a variety of purposes (in	Use ICT (charanga) to compose repetitive three note pieces <b>Easter Service</b>  Specialist Music Teacher	<b>Link to topic theme - Florence Nightingale</b>  Use changes in dynamics, timbre and	Control playing instruments so they sound as they should.  Use pitch changes to

	Percussion. Begin to identify different groups of instruments. <b>Harvest service</b>	<b>Christmas performance</b> <b>Carols</b>	history/ different cultures).	- narration with percussion and objects to add sound effects.	pitch to organise music.	communicate an idea.  Start to compose with two or three notes.
<b>Year 3</b>	<b>Charanga music programme</b> specialist Music teacher – Recorders <u>Animal magic</u> Short descriptive compositions/combine sounds/movements/ words <b>Harvest</b> <b>Singing &amp; Choir</b>	<b>Charanga music programme</b> specialist Music teacher <u>Play it again</u> Simple rhythmic patterns using notation to support <b>Singing &amp; Choir</b> <b>Christmas performance</b> <b>Carols</b>	<b>Charanga music programme</b> specialist Music teacher <u>Class orchestra</u> Combine/perform rhythmic/melodic material as part of class performance. <b>Singing &amp; Choir</b>	<b>Charanga music programme</b> specialist Music teacher <u>Dragon scales</u> Pentatonic scale – Short melodies. <b>Singing &amp; Choir</b>	<b>Charanga music programme</b> specialist Music teacher <u>Painting with sound</u> Analyse expressive compositions – vocabulary. <b>Singing &amp; Choir</b>	<b>Charanga music programme</b> specialist Music teacher <u>Salt, Pepper, Mustard</u> Singing games, pulse, perform with others. <b>Singing &amp; Choir</b>
<b>Year 4</b>	<b>Charanga music programme</b> KS2 specialised music teacher Use more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. <b>Harvest</b> <b>Singing &amp; Choir</b>	<b>Charanga music programme</b> KS2 specialised music teacher Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Read notes and know how many beats they represent <b>Singing &amp; Choir</b> <b>Christmas performance</b> <b>Carols</b>	<b>Charanga music programme</b> KS2 specialised music teacher  Perform a three/four note piece using glockenspiels. Record using own notation and begin to use a staff. <b>Singing &amp; Choir</b>	<b>Charanga music programme</b> KS2 specialised music teacher: Amazon Rainforest <b>Singing &amp; Choir</b>	<b>Charanga music programme</b> KS2 specialised music teacher <b>Singing &amp; Choir</b> Make creative use of the way sounds can be changed, organised and controlled (including ICT).	<b>Charanga music programme</b> KS2 specialised music teacher <b>Singing &amp; Choir.</b> Create accompaniments for tunes using drones or melodic ostinati (riffs).
<b>Year 5</b>	<b>Charanga music programme</b> KS2 Specialised music teacher Singing focus - Hold part in a round (pitch/structure). Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. <b>Harvest service</b>	<b>Charanga music programme</b> KS2 Specialised music teacher Compose and perform melodies using four or five notes. Use a variety of different musical devices including melody, rhythms and chords. <b>Christmas performance</b> <b>Carols</b>	<b>Charanga music programme</b> KS2 Specialised music teacher  Composing music - Samba. . Record own compositions <b>Singing</b>	<b>Charanga music programme</b> KS2 Specialised music teacher Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). Read/work out the musical staff <b>Singing</b>	<b>Charanga music programme</b> KS2 Specialised music teacher: Ancient Greeks – playing & performing. <b>Singing</b>	<b>Charanga music programme</b> KS2 Specialised music teacher Know how pulse, rhythm and pitch fit together. Use a range of words to describe music <b>Preparation for KS2 Production.</b>

	Year 6	<b>Charanga music programme</b> KS2 Specialised music teacher focus Know how the other dimensions of music are sprinkled through songs and pieces of music. Use musical vocabulary confidently to describe music. Harvest service	<b>Charanga music programme</b> KS2 Specialised music teacher focus: WW2 Music – composing/playing/ Performing Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. Christmas performance Carols	<b>Charanga music programme</b> KS2 Specialised music teacher focus: singing Compose and perform melodies using five or more notes. Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.	<b>Charanga music programme</b> KS2 Specialised music teacher focus: singing Create music reflecting given intentions and record using standard notation.	<b>Charanga music programme</b> KS2 Specialised music teacher focus: preparation for KS2 Production.	<b>Charanga music programme</b> KS2 Specialised music teacher focus: preparation for KS2 Production.
 denotes lessons which link directly to <b>PSHE</b> safeguarding	Year 1	Physical Health & well-being: Fun times	Keeping safe & managing risk: Feeling safe 	Identity, society & equality: Me and others	Drug, alcohol and tobacco education: What do we put into and on to bodies? 	Mental health & emotional wellbeing: Feelings	Careers, financial capability & economic wellbeing: My money
	Year 2	Physical Health & Wellbeing: What keeps me healthy?	Mental health & emotional wellbeing: Friendship	Sex & relationship education: Boys & girls, families. 		Keeping safe and managing risk: Indoors and outdoors. 	Drug, alcohol and tobacco education: Medicines and me. 
	Year 3	Drug, alcohol and tobacco education: Tobacco is a drug	Keeping safe and managing risk: Bullying – see it, say it, stop it. 	Mental health and emotional wellbeing: Strengths and challenges.	Identity society and equality: Celebrating difference.	Careers, financial capability and economic wellbeing.	Physical health and wellbeing: What helps me choose?
	Year 4	Identity, society and equality: Democracy.	Drug, alcohol and tobacco education: Making choices. 	Physical health and wellbeing: What is important to me?	Keeping safe and managing risk: Playing safe. 	Sex and relationship education: Growing up and changing. 	
	Year 5	Physical health and wellbeing: In the media.	Identity, society and equality: Stereotypes, discrimination and prejudice.	Keeping safe and managing risk: When things go wrong. 	Mental health and emotional wellbeing: Dealing with feelings.	Drug, alcohol and tobacco education: Different influences. 	Careers, financial capability and economic wellbeing: Borrowing and earning money.
	Year 6	Sex and relationship education: Healthy relationships/how a baby is made. 		Drug, alcohol and tobacco education: Weighing up risk. 	Identity, society and equality: Human rights.	Mental health and emotional wellbeing: Healthy minds. 	Keeping safe and managing risk: Keeping safe – out and about; FGM. 

<b>Trips and Visitors</b>	Year 1	Local area walk to Post Office.	RE visitor	Meanwood Valley mini-beast hunt.			Seaside Day
	Year 2	Church visit for a mock christening.		Yorkshire Wildlife Park.		Harlow Carr – plants workshop.	Lotherton Hall – Florence Nightingale.
	Year 3		Visit from Stone Age historian/artefact collector	Local Church visit – Christian values.	Bagshaw Museum		Magna Science museum.
	Year 4		Meanwood Valley Urban Farm.		Dustan's Hall at Temple Newsam.		Danelaw Viking trip.
	Year 5		Harlow Carr African Voices activity day	Visit from Ancient Greek historian/artefact collector.		Residential.	Local history tour of Shadwell/Bramham.
	Year 6		Thwaite Mills Sikh Gurdwara.	Carlton Lodge residential		Bikeability	Yeadon Tarn