



STANFORD INFANT SCHOOL

LONG TERM CURRICULUM OVERVIEW FROM SEPTEMBER 2019

YEAR GROUP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Let's Get Started	Safe and Happy	Intrepid Explorers	Once Upon a Time	Feelers, Feathers & Fur	Whole School Learning Journey
Outline of the Learning Journey	Supporting children in the transition from Nursery/home to school.	Exploring people who help us, staying safe and discovering the different celebrations with our community	Exploration of Space and Dinosaurs	Exploration of Traditional and Modern Tales	Exploration of Minibeasts and Farm Animals	
Key Texts	Things I Like You Choose Elmer (and series)	Emergency! Various non-fiction texts	Various dinosaur non-fiction texts Here Come The Aliens	Various Traditional Tales and Modern Quality Texts	The Very Hungry Caterpillar Various non-fiction texts	
Key Drivers	Settling into school life	Encouraging the children to explore the different ways they can keep safe and happy (including Road Safety Week and Anti Bullying Week)	Developing curious minds	Developing narrative/story language and structure Knowledge of story structure	Developing scientific knowledge and skills of the natural world	
Visits/Visitors	Elmer Day	Fire Service Possible Parent Visits	Booth Museum		Godstone Farm	

Areas of Learning

All areas of learning are developed, extended and explored through the continuous provision provided in the various learning environments (classroom, Activity Area and Outdoor Learning). These activities are planned in order to support the learning journey and are child initiated.

Communication and Language	<p>Working towards in Listening and Attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Working towards in Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events</p>
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	Working towards in Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.					
Physical Development	Real PE/Gym – Personal Introduction to Fine motor/Multi-sensory (handwriting patterns)	Real PE/Gym – Social Continuation of Fine motor/Multi-sensory (Letter Formation)	Real PE/Gym – Cognitive Dance with external teacher Continuation of Fine motor/Multi-sensory (Letter Formation) Introduction to Handwriting Books	Real PE/Gym – Creative Continuation of Fine motor/Multi-sensory (Letter Formation) Continuation of Handwriting Books Bikeability	Real PE/Dance - Physical Continuation of Dance with external teacher Fine motor/Multi-sensory (Letter Formation, lower and upper case, and Number Formation) Continuation of Handwriting Books	Real PE/Athletics – Health and Fitness Continuation of Fine motor/Multi-sensory (Letter Formation) Continuation of Handwriting Books
Personal, Social and Emotional Development	New Beginnings/ Global Education	Getting On and Falling Out/ Keeping Safe	Going for Goals/ Keeping Safe (online safety)	Good To Be Me/ Gender	Relationships/RSE	Changes (Transition)/ Feeling Good, Feeling Safe/ Family Diversity
Literacy	Non-fiction – identifying personal preferences Narrative – rhyme, retelling Elmer, Elmer Missing Posters	Non-fiction texts Labelling Caption Writing List Writing Letter Writing	Dinosaur fact writing Descriptive writing of Aliens	Story writing Descriptive writing	Narrative – Story writing Non-fiction – Recount of farm trip	Non-fiction Narrative
Phonics taught daily across the year – Letters and Sounds phases 1-4						
Working towards in Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Working towards in Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible						
Mathematics	Counting/numbers (0-5) 2D Shape Time	Counting (0-10) Addition Estimation and Doubles within 10 Position and Direction	Counting (0-15) Subtraction Money Length and Height	Capacity and Weight Counting/Numbers (0-20), part/part/whole Addition, Subtraction 3D Shape and Pattern	3D Shape and Pattern Time Counting/Numbers (0-20 and beyond)	Doubling, Halving and Sharing Problem Solving Consolidation and gap filling
Understanding the World	Scrap Books created at home and shared at school (People and Communities)	People who Help Us (People and Communities) RE – festivals	Investigating dinosaurs through Science and History Shoebox Museums	Sorting Materials Traditional Tales from around the world	Bug Detectives Observing minibeasts Caterpillars/butterflies and their life cycle-	Refugee Week Autism Awareness Week Healthy Eating

	Hindu festival of Diwali	around the world (People and Communities)	Chinese New Year Planet naming and fact finding Online Safety (taught through ICT)	Hindu festival of Holi Planting cress seeds to observe change and growth Making boats for the Gingerbread Man to cross the river. Investigating the best materials	observation of live insects Sorting minibeasts Sorting living/non-living things and by characteristics Muslim celebration of Ramadan Minibeast and farm animal fact finding (including internet research) Matching animals and baby animals (growth and change)	Week
Expressive Arts & Design	Experimenting with different skills and techniques to create patches for Elmer Role Play	Hoop Week Firework Pictures Role Play	Role Play Junk modelling aliens Art Days – exploring various skills and techniques (Space)	Role Play Observational drawings/paintings of daffodils	Role Play Observational drawing of minibeasts – real life and photographs Making clay minibeasts and adding colour Large farm animal multi-media pictures	Role Play Colour mixing and self-portraits for Year 1
	Music					
	To introduce children to the instruments in the music room and teach correct method of playing. To introduce concepts of Loud and Quiet. -To introduce Soh and Me pitches and encourage children to use singing voices for pitching. -To use claves to help children develop their sense of a steady beat.	-To continue to introduce and name all the classroom instruments. - For the children to be able to recognise the classroom instruments by their sound only. -For the children to understand the STS for singing. - To learn the songs and instrumental accompaniments for the Xmas show.	.To develop ability to keep a steady beat. To introduce symbols for Ta Te taa rhythms. To revise Sol Far Hand Signs – just singing Soh and Me pitches. To revise instrument names and correct ways of playing them. -Revise Loud/Quiet/Fast/Slow concepts and introduce High/Low. Teach topic related songs.	To develop ability to keep a steady beat. To consolidate pitching and hand signs for Soh and Me pitches and to encourage confident singing through topic related songs. To Play listening games to reinforce recognition of instruments through sound alone.	To continue to improve children’s pitching skills through games and songs -To introduce rhythm notation using crotchets and quavers. -To teach topic related songs.	WHOLE SCHOOL LEARNING JOURNEY - Learn Learning Journey special song. - Create compositions around theme of topic -Learn songs and tunes from a range of world cultures.

YEAR GROUP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Whizz, Bang, Boom, Superheroes!	Has anyone seen my dragon?	"Ahoy there me Hearties!"	Walk on the Wild Side	Larger than Life	Whole School Learning Journey
Outline of the Learning Journey	Transition from R - 1 / Learning to Learn	Encouraging awe and wonder	Investigating Pirates	Curiosity about the wider world	To think about the greats!	Our Community Families Fortnight
Key Texts	Nat Fantastic	A variety of poems that illustrate the main features of poetry	Non-fiction texts about Pirates Online research	Handa's Hen Atlases	The Smartest Giant in Town Online Research	TBC
Key Drivers	Science	History	History	Geography	Geography/ Science	Community / Diversity
Visits/Visitors	Superhero Day Real Life Superheroes	Visit to The Royal Pavilion	Pirate Day	Visit to the Synagogue ZooLab	Seven Sisters	

Subject Areas

PSHE SEAL THEME	New Beginnings / Pupil Voice	Getting On and Falling Out / Power for Good	Going for Goals	Good to be Me	Relationships	Changes
PSHE TOPIC *NEED TO ADD MONEY MANAGEMENET (taught through Maths) *	Global Citizenship Healthy Eating	Keeping safe Environmental Safety & Drugs Education (Anti-Bullying Week) (Road Safety Week)	Keeping Safe Online Safety (Safer Internet Day) Money Management (taught as part of maths)	Gender Gender Identity Be who you are	Gypsy Roma traveller education (GRT) RSE Growing and caring for ourselves	RSE Feeling Good Feeling Safe Family Diversity
English Spoken Language Reading – Word reading Redding – Comprehension Word – Transcription	<u>Narrative</u> – Write a new adventure for Nat Fantastic. <ul style="list-style-type: none">Using adjectives and onomatopoeia	<u>Poetry</u> – Write poems that use pattern and descriptive language. <ul style="list-style-type: none">AdjectivesFeatures of a poemRhymeSimiles	<u>Non-fiction</u> – Write Historical fact books about pirates. <ul style="list-style-type: none">Features of non-fiction textssimiles	<u>Narrative</u> – Write a story innovated from Handa's Hen. <ul style="list-style-type: none">AdjectivesAlliterationPluralsSuffixes	<u>Narrative</u> – Write a story innovated from the Smartest Giant in Town. <ul style="list-style-type: none">AdjectivesConjunctionsStory languageTime adverbialsPrefixes/Suffixes	Non-fiction writing?

Handwriting Writing – Comprehension Writing – Vocabulary, Grammar and Punctuation					Traditional tales	
Mathematics	Place Value (with 10) Addition and Subtraction (within 10)	Geometry: Shape Place Value (within 20) Addition and Subtraction (within 20)	Geometry: Position and Direction Place Value (within 50)	Fractions Multiplication and Division	Measurement Weight and Volume Measurement Length and Height	Place Value (within 100) Money Time
Science	<p><u>Working Scientifically</u> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.</p>					
	<u>Animals including Humans- 1/2</u> Human Body and senses Seasonal Change (mid-end Sep)	<u>Everyday Materials</u>	Seasonal Change (beginning of Jan)	Animals including Humans-2/3 Classification of Animal Groups	<u>Plants</u> Seasonal Change (end April)	<u>Animals including Humans-3/3</u> Diet- herbivore, omnivore, carnivore Seasonal Change (July)
Art and Design		We are artists exploring <u>printmaking</u> inspired by the patterns and design in the Royal Pavilion. Exploring types of mono-printing, and the work of printmakers, before creating press prints inspired by the Royal Pavilion.	We are artists exploring <u>painting</u> techniques inspired by great seascape artists and inspired by Van Gogh	Animal patterns and collage Colour mixing Texture	We are artists exploring <u>sculpture</u> on a large scale. Exploring and developing construction and joining techniques, before creating collaborative large- scale sculptures for an exhibition. We are artists exploring <u>drawing</u> from observation,	Transition self- portraits using a range of media and inspired by different artists

					imagination and memory through observational drawing of plants.	
Computing	Use Beebots to predict the behaviour of simple programs. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.	Use technology to retrieve digital content about historical pirates. Online safety week.		Use 2createastory to purposefully create, organise, store, manipulate and retrieve digital content based on a traditional tale.	Finding images using the web to create a sun safety poster.
Design and Technology	<u>Cooking and Nutrition</u> Use the basic principles of a healthy and varied diet to prepare dishes: <i>Super Smoothies!</i> To <u>design</u> and <u>make</u> a superhero gadget	Design and make purposeful, functional, appealing products for themselves and other users based on design criteria (lever picture)		<u>Cooking and Nutrition</u> Use the basic principles of a healthy and varied diet to prepare dishes inspired by the fruit in Handa's Surprise.	Collaboratively <u>design, make, and evaluate, using technical knowledge,</u> large-scale sculptures for an exhibition.	
Geography			<u>To investigate places</u> Birds Eye/Pirate Treasure Map Devising simple plans and maps, using and constructing a basic key.	<u>To investigate places</u> Use maps, atlases and globes to identify seas and oceans (particularly those surrounding the United Kingdom), using basic geographical vocabulary to refer to seas and oceans and related features (e.g. beach, cliff). Comparing 2 geographical	<u>To investigate places</u> Use basic geographical vocabulary to refer to and describe key physical and human features of locations. Use world maps, atlases and globes to name, locate and identify the United Kingdom and its countries.	<u>Geographical skills and fieldwork</u> Use simple fieldwork and observational skills to study the geography of the school and the grounds.

				locations.		
History	Real life Superheroes: identifying <u>significant people</u> in the past who have contributed to national and international achievements.	George IV and the history of The Royal Pavilion <u>Significant historical events</u> , people and places in their own locality: Guy Fawkes, Remembrance Day, The Royal Pavilion.	<u>Beyond living memory and within living memory.</u> Investigate the lives of significant Pirates of the past.			<u>Significant historical women</u> and the history of Brighton Martha Gunn Magnus Volks? History Day
Music	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using inter-related dimensions of music <p>Ongoing Skills: Pitching Soh, Me, Lah reading, performing and composing using crotchets and quavers</p>					
	<u>Duration</u> -Explore long and short sounds on instruments. -- Investigate different ways of playing instruments. -demonstrate both longs and short sounds if possible. -Use cards to make up short sequences of long/short sounds. -compose and perform short pieces to rest of the class.	<u>Listening</u> - Listen to Zadok the Priest and explain that it was written for George IV's coronation. Watch DVD. Discuss how music builds up to climax when crown is placed on Kings Head. How does the music create the build up? Crescendo, slow pace, etc. <u>Singing</u> -Rehearse and perform Xmas Musical. -Instrumental accompaniments being incorporated into lessons.	<u>Composing</u> -Revise different ways sounds can be made; tapping, shaking scraping, blowing, striking against each other. -revise concepts of Loud/Quiet, High/Low, Fast/Slow, Long/Short. -Play conducting games to reinforce the above. COMPOSING- make sounds to represent a Pirate Ship caught in a storm. Discuss elements, sounds, cries. -Chose instruments to describe scene and allocate one per child. -Create a graphic score and put sounds together to form a class composition.	<u>Instrumental</u> - Learn the correct technique for playing tuned percussion instruments. -Learn to play 'Apple Tree' on tuned percussion. -Use Sol Fa singing to help with the tune. - Play listening games with children back to back to reinforce pitching. -Record and improve.	<u>Rhythm Work</u> -Learn French time names for Ta Te Taa rhythms. -Learn to compose own rhythms and to notate them. <u>COMPOSING</u> - Use Smartest Giant story as starting point to create sound effects for the story. Beanstalk growing/ Giant footsteps etc. Use group work for creative compositions for specific sections of story. -Focus on pitch with glockenspiels when the beanstalk is growing. Going Up-higher = growing. Record ideas with child narrating story.	<u>WHOLE SCHOOL LEARNING JOURNEY</u> - Learn Learning Journey special song. - Create compositions around theme of topic. -Learn songs and tunes from a range of world cultures

			Record, listen, and improve. SINGING - When I was One.... What shall we do with a Grumpy Pirate.... Children make up words for verses.			
Physical Education	To develop practical skills in order to participate, compete and lead a healthy lifestyle <u>Personal</u> Real Gym	<u>Social</u> Dance- Dance Teacher	<u>Cognitive</u> Circuit Training	<u>Creative</u> Real Gym	<u>Physical</u> Athletics	<u>Health and Fitness</u> Dance- Dance Teacher Sports' Day
Religious Education	Introduction to Judaism Celebrations- Rosh Hashanah, Yom Kippur Stories from the Hebrew Bible, including creation story	Story and celebration of Hanukah - menorahs	Visit the synagogue Features of the Synagogue and Places of Worship	Story and celebration of Passover Seder Plate	Old Testament Stories	
	-To recall and retell Old Testament stories -To discuss morals and themes of Old Testament stories -To recognise similarities in the stories	-To understand beliefs and teachings: Study at least one other religion – Judaism: Hanukah -Recall the story of Hanukah and recognise religious symbols associated with the celebration of the festival -Recall the story of Hanukah and recognise	Belief and Commitment Reflection, communication and trust Issues around stories -Reflect upon the fact that there are elements in people's lives – beliefs – that have value and meaning Reflect upon the fact	-Develop an awareness of the festival of Passover and how it is celebrated by Jewish people -I am learning that it is important to respect other people's special places and the things which are precious to them.	Belief and Commitment Reflection, communication and trust Issues around stories -Reflect upon the fact that there are elements in people's lives – beliefs – that have value and meaning Reflect upon the fact	To be able to name some leaders and say whom and what they lead. They will be able to give examples of the kind of things these leaders need to know and be able to do, and the personal qualities they need.

		religious symbols associated with the celebration of the festival. -Recognise that religious teachings and ideas make a difference to individuals, families and the local community. -Ask questions and respond sensitively to questions about their own and others experiences and feelings. Recognise their own values and those of others.	that there are people in life with influence and authority -Recognise that stories and words can have special meaning		that there are people in life with influence and authority -Recognise that stories and words can have special meaning	
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YEAR GROUP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	All Aboard	Fire, Fire!	Around the World in 80 Days		Animal Antics	Whole School Learning Journey
Outline of the Learning Journey	Transition from 1 - 2 / Learning to Learn / Welcome Aboard to Year 2	The children will learn a significant historical event	The children will embark on their own fantasy journey as timeless tales capture their creative imaginations Mexico, Australia, Japan		Investigating animals and their habitats	Our Community Families Fortnight
Key Texts	John Burningham texts Oi get off our train Mr Gumpy's Motor car Mr Gumpy's outing	Various Great Fire of London Books Poetry	The Pot that Juan Made Little Polar Bear The House with Coloured Windows Non-Fiction - Maps		The Owl Who Was Afraid of the Dark	Poetry- Michael Rosen Texts to link with Whole School Learning Journey
Key Drivers	English/History	History	Geography/PSHE		Science	Community/Diversity
Visits/Visitors	Amberley Working Museum	Rainbow Theatre Production	Super Start - Parents/Carers sharing different nationalities St Luke's Church		Woods Mill	Sami, NED, Inspirational speakers

	Subtraction- (partitioning, reduction and difference) Subtraction- related facts (20 and 100) Inverse- checking calculations Missing number problems Adding/subtracting 1 digit number to 2 digit number	<u>Money</u>				
Science	<u>Working Scientifically</u> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions 					
<u>Plants- 1</u> Observe and describe how seeds and bulbs. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Start to keep as nature diary and choose a class tree.	<u>Use of Everyday Materials</u> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<u>Animals including Humans-1</u> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<u>Living Things and their Habitats-1</u> Explore and compare the differences between things that are living, dead, and things that have never been alive. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <u>Plants 2</u> Observe and describe how seeds and bulbs grow into mature plants Find out and	<u>Living Things and their Habitats-2</u> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats	<u>Animals including Humans -2</u> Notice that animals, including humans, have offspring which grow into adults.	

				describe how plants need water, light and a suitable temperature to grow and stay healthy.	
Art and Design	<p><u>To develop ideas</u> Use experiences and ideas as the inspiration for artwork. Creative activities in continuous learning. Observational drawing buses at Amberley.</p>	<p><u>To take inspiration from the greats!</u> <u>Sculptors:</u> Giacometti</p>	<p><u>To take inspiration from the greats!</u> Learn about the work of a range of artists, artisans and designers.</p> <p><u>Cultural art:</u> Aboriginal inspired dot painting. Traditional Mexican patterns. Clay Mexican pottery (inspired by Juan Quezada). African Masks.</p>	Collage animals.	<p><u>To master techniques</u> Explore a variety of techniques: textile Printing – using zote to create relief prints</p>
Computing	<p><u>To code</u> Use logical reasoning to predict the behaviour of simple programs</p> <p><u>Programming</u> Beebots</p>	<p><u>Photo editing and enhancing.</u> Online Safety</p>	<p><u>Researching</u> for non – fiction writing.</p>	<p><u>Coding:</u> Daisy Dino/Scratch Junior</p>	<p><u>Coding</u> Lego WeDo</p>
Design and Technology	<p>Designing, making and evaluating a moving vehicle with wheels and axles. How far will your vehicle travel? – “The Great British Ramp Off”.</p>		<p><u>Cooking and Nutrition</u> Understand and apply the principles of nutrition and learn how to cook. Understand where food comes from – <i>food from around the world</i> Healthy cooking Range of ingredients</p> <p>Each class to cook for year group to taste.</p>	<p>Design purposeful, functional and appealing products. (Design a habitat/home for a living thing e.g. bird house/beehive) Select from and use a range of tools and materials. Evaluate existing products and own ideas and products. Build and improve structures. Generate, develop, model and communicate ideas.</p>	

Geography					<u>Geographical Skills and Fieldwork</u> Use fieldwork and observational skills.	<u>Human and Physical Geography</u> Explore weather and climate in the United Kingdom and around the world (<i>link to Science</i>).
History	<u>Lives of significant individuals</u> – George Stephenson <u>Events beyond Living Memory</u> Timeline of transport changes History of Brighton Buses with comparative study.	<u>Significant Historical Events beyond living memory</u> Great Fire of London <u>Significant individuals</u> Samuel Pepys				<u>Significant historical events</u> , people and places in their own locality. Thomas Stanford family and Preston Manor <u>Lives of significant individuals</u> – History Day
Music	<ul style="list-style-type: none"> • <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> • <i>Play tuned and untuned instruments musically</i> • <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i> • <i>Experiment with, create, select and combine sounds using inter-related dimensions of music</i> <p>Ongoing Skills – Pitching Soh, Me, Lah and Doh/ reading, performing and composing using crotchets, quavers and crotchet rests</p>					
<p>- Listen to 'Little Train of Caipura' by Villa Lobos. Discuss instruments of Orchestra and the tempo changes in piece.</p> <p>- Play 'Get on Board' games focussing on tempo- getting faster/slower</p> <p>-Compose instrumental interludes to represent animals from the Brazilian rainforest.</p>	<p>- Listen to 'Short Ride In a Fast Machine' by John Adams. Discuss how music creates sound of engine with the repeated patterns.</p> <p>-Create class version of Short Ride, using steady beat, rhythmic ostinato and pentatonic tunes.</p> <p>-Rehearse and perform Xmas Musical.</p> <p>-Instrumental accompaniments being incorporated into lessons.</p>	<p><u>Australia</u> – Sing 'Kookaburra' as a traditional Australian song. -Teach simple ostinato accompaniments on tuned percussion.</p> <p><u>UK- Scotland</u> - Teach the Skye Boat Song- lyrics and then the tune using the glockenspiels.</p> <p>-Work towards a final recorded performance.</p> <p><u>Mexico</u> -Teach song Chocolate Molinino,</p>	<p><u>INSTRUMENTAL WORK;</u> -Introduce Instruments of the Orchestra -Listen to extracts from Carnival of the Animals -Play games to help with recognition of all instruments in an orchestra. -Watch clips of orchestra playing Carnival of the Animals and recognise various instruments.</p> <p><u>AFRICA</u> -Sing 'FUNGA</p>	<p><u>SAMBA</u> -Learn the x4 different rhythms starting with the Heartbeat using Samba Drums, Tambourims and Agogos. -Gradually try combining the rhythms with the aim being to get all for rhythms playing together at the same time.</p> <p><u>RHYTHM NOTATION</u> - Revise Taa, Ta Te and Taa-aa rhythms using flash cards.</p>	<p><u>WHOLE SCHOOL LEARNING JOURNEY</u> - Learn Learning Journey special song. - Create compositions around theme of topic. -Learn songs and tunes from a range of world cultures.</p>	

				ALAFIA' from West Africa. - Add djembe drumming - Sing 'Che Che Kooley' with drumming and variations - Children take turns to be leader.		
Physical Education	<u>Personal</u> – Through the teaching of PE children will learn how to follow instructions and practise safely, work on simple tasks by themselves, ask for help where appropriate, keep on trying if at first they don't succeed, know where they are with their learning and begin to challenge themselves.	<u>Social:</u> Through the teaching of PE children will learn how to work sensibly with others (taking turns and sharing), help, praise, encourage others in their learning, show patience, support others and show and tell others about their ideas.	<u>Cognitive:</u> Through the teaching of PE children will learn how to understand and follow simple rules, name some things they're good at, recognise similarities and differences in performance, explain why someone is working or performing well, begin to order movements, instructions and skills, explain what they're doing well and identify areas for improvement.	<u>Creative:</u> Through the teaching of PE children will learn how to explore and describe different movements, compare their movements and skills to those of others, select and link movement together to fit a theme, respond differently to a variety of tasks, make up their own rules and versions of activities and recognise similarities and differences in movements and expression.	<u>Physical:</u> Through the teaching of PE children will learn how to begin by performing a single skill or movement with some control, perform a small range of skills, link two movements together, move onto performing a small range of skills with some control and consistency, performing sequences of movements with changes in level, direction or speed, and progress to selecting and applying a range of skills with good control and consistency and performing and repeating longer sequences with clear shapes and controlled movement.	<u>Health and Fitness:</u> Through the teaching of PE children will learn how to be aware of why exercise is important for good health, say how their body feels before, during and after exercise, use equipment appropriately, move and land safely, describe how and why their body changes during and after exercise and explain why we need to warm up and cool down.

	Dance	Real Gym	Real Gym	Dance	Fitness and circuit Training	Athletics
	Outside Fitness: running, skipping, gym equipment					
Religious Education	Study other religions of interest to pupils / <u>Study the main stories of Christianity.</u>	<u>To understand beliefs and teachings:</u> Study at least one other religion – Christianity- Christmas. Christmas around the world and festivals of light.		<u>To understand practices and lifestyles:</u> Study at least one other religion- Christianity: Make a model church. The Easter story and its significance to Christian people. Easter Visit to a church		<u>To understand practices and lifestyles:</u> World Faiths- main five world religions study Diversity- religions in community