

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics (Cycle 1)	Whose castle is this?		What's on our doorstep?		Where does land meet sea?	
Topics (Cycle 2)	London Links: Fire of London		Disney Pirates and Princesses		Where would you rather live? Australia or Antarctic	
Collective Worship (Cycle 1) Diocese of Ely Acts of Worship	Diocese of Ely Acts of Worship Autumn themes are being updated for 2021.	Diocese of Ely Acts of Worship Autumn themes are being updated for 2021.	Gifts Baptism of Christ Follow the Leader Guiding Light Parties People of Light and Darkness	Don't Do That! Sacrifices Water of Life Mothering Sunday Grain and Wheat Palm Sunday	Doubts Bravery Sheep Friends of Servants Prayer Tree Punished for Doing Good	Happy B'day Church Character building Everybody's Equal Don't Look Back Respect What a year! Mary Jones's Bible
Collective Worship (Cycle 2) Diocese of Ely Acts of Worship	Rules for Living The Royal Law Watch your Mouth! The Secret Servant Lesson from Esther Children are Best Doing Good	Don't Give Up Two Commandments Get Ready Don't Be Frightened Stir Up Sunday The Jesse Tree (x3)	The Time is Right Three Kings Day The Really Wise Men Skills and Talents (x2) The Light of Jesus Difficult Tasks	Don't Bear Grudges What Does your Face Show? What is Faith? Sports and Prizes Rules & 2 nd Chances Amazing Mum!	Shock and Surprise Alphabets Bravery Sheep The Church Grows Up	Doing Good Happy B'day Church Character building Don't Look Back Respect What a year! Mary Jones's Bible
Visits/Visitors (Cycle 1)					Banham Zoo	
Visits/Visitors (Cycle 2)	Bakery visit		Botanical Gardens		Scott Polar Museum	
Reading Texts (Cycle 1)	The Egg The Official Knights handbook	King Arthur and the knights of the round table What were castles for?	Fiction: The Lighthouse Keeper's Lunch and The Lighthouse Keeper's Picnic. Non-Fiction: Seaside Holidays-then and now	Fiction: The Tear Thief- Carol Ann Duffy	Akimbo- Alexander McCall Smith Anansi the Spider Introducing Africa	Lost and Found Seaside holidays – then and now
Reading Texts (Cycle 2)	Paddington The Buildings that made London Links: Fire of London	Raven Boy The Great Fire of London Links: Fire of London	Peter Pan Plastic – Past, present and future Links Pirates	The Rough Faced Girl From a tiny seed to a mighty tree. Fiction- Man on the Moon- Simon Bartram	The Emperor's Egg Antarctica Links: Antarctica	Wombat's Diary A Kid's Guide to Australia
English (Cycle 1)	Fiction- Composing sentences orally; sequencing sentences to form narratives. Warning story- focusing on character description.	Non-fiction- Composing sentences orally; sequencing sentences; writing for different purposes. Information texts- linked to jobs within a castle	Fiction- Composing sentences orally; sequencing sentences to form narratives; Portal stories- focusing on setting descriptions.	Non-fiction- Composing sentences orally; sequencing sentences; writing for different purposes. Instructions- writing a	Fiction- Composing sentences orally; sequencing sentences to form narratives; Journey story- beginnings and endings. Links: Antarctica	Poetry- using the senses- listening to, discussing, writing poems based on what you might see, hear, smell, taste and feel at the seaside. Links: reading texts



	<p>Links: Y3/4 character & setting description</p> <p>Writing- Vocabulary, grammar, punctuation, spelling</p> <p>Phonics-word reading</p> <p>Class Reading (comprehension)</p>	<p>Links: reading texts</p> <p>Christmas- letter writing</p> <p>Writing- Vocabulary, GPS</p> <p>Phonics</p> <p>Class Reading (comp)</p>	<p>Writing- Vocabulary, grammar, punctuation, spelling</p> <p>Phonics-word reading</p> <p>Class Reading (comprehension)</p>	<p>recipe.</p> <p>Poetry- focus on describing Norfolk.</p> <p>Writing- Vocabulary, grammar, punctuation, spelling</p> <p>Phonics-word reading</p> <p>Class Reading</p>	<p>Writing- Vocabulary, grammar, punctuation, spelling</p> <p>Phonics-word reading</p> <p>Class Reading (comp)</p>	<p>Writing- Vocabulary, grammar, punctuation, spelling</p> <p>Phonics-word reading</p> <p>Class Reading (comprehension)</p>				
<p>English (Cycle 2)</p>	<p>Non-fiction- Composing sentences orally; sequencing sentences; writing for different purposes.</p> <p>Information texts- Christmas- letter writing</p> <p>Writing- Vocabulary, grammar, punctuation, spelling</p> <p>Phonics</p> <p>Class Reading (comp)</p>	<p>Fiction- Composing sentences orally; sequencing sentences to form narratives;</p> <p>Diary writing</p> <p>Writing- Vocabulary, grammar, punctuation, spelling</p> <p>Phonics-word reading</p> <p>Class Reading (comprehension)</p>	<p>Pirate poetry</p> <p>Pirate adventure</p> <p>Fiction- Composing sentences orally; sequencing sentences to form narratives;</p> <p>Links: reading texts</p> <p>Story- Losing tale- focusing on suspense</p> <p>Writing- Vocabulary, GPS</p> <p>Phonics</p> <p>Class Reading (comp)</p>	<p>Fiction- Composing sentences orally; sequencing sentences to form narratives.</p> <p>Fairytales- Cinderella story- focusing on dialogue</p> <p>Links: Y5/6 Traditional stories</p> <p>Writing- Vocabulary, grammar, punctuation, spelling</p> <p>Phonics</p> <p>Class Reading (comp)</p>	<p>Non-fiction- Composing sentences orally; sequencing sentences; writing for different purposes.</p> <p>Report Writing</p> <p>Links: Antarctica</p> <p>Writing- Vocabulary, GPS</p> <p>Phonics</p> <p>Class Reading (comp)</p>	<p>Poetry</p> <p>Listening to, discussing and writing a wide range of poems.</p> <p>Links: Poetry Y3/4, Y5/6</p> <p>Writing- Vocabulary, grammar, punctuation, spelling</p> <p>Phonics-word reading</p> <p>Class Reading (comprehension)</p>				
<p>Mathematics (Cycle 1)</p>	<p>Place Value</p> <p>Big Maths</p> <p>Times Tables</p>	<p>Addition and Subtraction</p> <p>Shape</p> <p>Money</p> <p>Big Maths</p> <p>Times Tables</p>	<p>Multiplication and division</p> <p>Fractions</p> <p>Big Maths</p> <p>Times Tables</p>	<p>Measurement</p> <p>Time</p> <p>Big Maths</p> <p>Times Tables</p>	<p>Place value and statistics</p> <p>Geometry- position and direction</p> <p>Big Maths</p> <p>Times Tables</p>	<p>Problem solving</p> <p>Consolidation</p> <p>Big Maths</p> <p>Times Tables</p>				
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<p>Science (Cycle 1)</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the</p>	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass. Metal, water and rock.</p> <p>Describe the simple physical properties of a variety of</p>	<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <table border="1" data-bbox="936 1273 1211 1369"> <tr> <td>Tier 2 words</td> <td>Tier 3 words</td> </tr> <tr> <td>Season</td> <td>Autumn</td> </tr> </table>	Tier 2 words	Tier 3 words	Season	Autumn	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Describe how animals obtain their food from plants and other</p>	
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<p>Science (Cycle 2)</p>	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <table border="1"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Shoulder Body Ear Eye Freckles Nose Fingers etc</td> <td>Bones Carbohydrates Protein Dairy Fibre Respiratory Skeletal Muscular Circulation Nervous system</td> </tr> </tbody> </table>	Tier 2 words	Tier 3 words	Shoulder Body Ear Eye Freckles Nose Fingers etc	Bones Carbohydrates Protein Dairy Fibre Respiratory Skeletal Muscular Circulation Nervous system	<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <table border="1"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Autumn Summer Spring Winter Data cloud</td> <td>Variation Temperature Axis Thermometer Rain gauge Wind vane Cirrus cloud Cumulus cloud Stratus cloud Meteorologist Forecast Flood hurricane</td> </tr> </tbody> </table>	Tier 2 words	Tier 3 words	Autumn Summer Spring Winter Data cloud	Variation Temperature Axis Thermometer Rain gauge Wind vane Cirrus cloud Cumulus cloud Stratus cloud Meteorologist Forecast Flood hurricane	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass. Metal, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <table border="1"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>describe compare</td> <td>properties materials</td> </tr> </tbody> </table>	Tier 2 words	Tier 3 words	describe compare	properties materials	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <table border="1"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Variety Common Plant features</td> <td>Deciduous Evergreen Structure Dissect</td> </tr> </tbody> </table>	Tier 2 words	Tier 3 words	Variety Common Plant features	Deciduous Evergreen Structure Dissect	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival.</p> <table border="1"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>fish, amphibians reptiles birds mammals eggs survival</td> <td>Offspring Reproduce Life cycle Insect mammal</td> </tr> </tbody> </table>	Tier 2 words	Tier 3 words	fish, amphibians reptiles birds mammals eggs survival	Offspring Reproduce Life cycle Insect mammal	<p>Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>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.</p> <p>Links: Antarctica</p> <table border="1"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Living</td> <td>Carnivores</td> </tr> </tbody> </table>	Tier 2 words	Tier 3 words	Living	Carnivores
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	<p>Creation Who made the world? Core</p>	<p>Incarnation Why does Christmas matter to Christians? Digging Deeper</p>	<p>Stories (across Judaism, Hinduism, Christianity, Muslim)</p>	<p>Salvation Why does Easter matter to Christians? Digging Deeper</p>	<p>Gospel What is the good news Jesus brings? Digging Deeper</p>	<p>Sikhism Understanding and recognising the importance of symbols and artefacts from the Sikh faith. Do Sikhs think it is important to share?</p>																												
<p>History (Cycle 1)</p>	<p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Samuel Pepys) Links: Fire of London Learn about events beyond living memory that are significant nationally or globally (Fire of London)</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <table border="1" data-bbox="336 694 627 1141"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Time period</td> <td>Alderman</td> </tr> <tr> <td>Change</td> <td>Candle snuffer</td> </tr> <tr> <td>Past</td> <td>Carter</td> </tr> <tr> <td>History</td> <td>Cresset Lamp</td> </tr> <tr> <td>London</td> <td>Ember</td> </tr> <tr> <td>City</td> <td>Fire court</td> </tr> <tr> <td>fire</td> <td>Fire hook</td> </tr> <tr> <td></td> <td>Fire post</td> </tr> <tr> <td></td> <td>Fire squirt</td> </tr> <tr> <td></td> <td>Gun powder</td> </tr> <tr> <td></td> <td>Hearth tax</td> </tr> <tr> <td></td> <td>Rege Sincera</td> </tr> <tr> <td></td> <td>Insurance</td> </tr> </tbody> </table>		Tier 2 words	Tier 3 words	Time period	Alderman	Change	Candle snuffer	Past	Carter	History	Cresset Lamp	London	Ember	City	Fire court	fire	Fire hook		Fire post		Fire squirt		Gun powder		Hearth tax		Rege Sincera		Insurance	<p>Learn about significant historical events, people and places in their own locality</p>		<p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	
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			<p>are of the UK and a small area of a contrasting non-EU country Four countries and capital cities of the UK Use maps to identify UK and other areas.</p> <table border="1" data-bbox="931 429 1207 778"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Country</td> <td>Continents</td> </tr> <tr> <td>Map</td> <td>Capital city</td> </tr> <tr> <td>Place</td> <td>Seas</td> </tr> <tr> <td>Name</td> <td>Oceans</td> </tr> <tr> <td>Locate</td> <td>Atlas</td> </tr> <tr> <td>Observe</td> <td>Human</td> </tr> <tr> <td>analyse</td> <td>Physical</td> </tr> <tr> <td></td> <td>Equator</td> </tr> <tr> <td></td> <td>Poles</td> </tr> </tbody> </table>	Tier 2 words	Tier 3 words	Country	Continents	Map	Capital city	Place	Seas	Name	Oceans	Locate	Atlas	Observe	Human	analyse	Physical		Equator		Poles		<p>Basic geographical vocabulary Use aerial photographs to recognise landmarks and basic human and physical features</p> <table border="1" data-bbox="1494 376 1760 831"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Weather</td> <td>Aerial photograph</td> </tr> <tr> <td>Map</td> <td>Vegetation</td> </tr> <tr> <td>Observe</td> <td>Beach</td> </tr> <tr> <td>Evaluate</td> <td>Cliff</td> </tr> <tr> <td>Analyse</td> <td>Coast</td> </tr> <tr> <td>Locate</td> <td>Forest</td> </tr> <tr> <td>environment</td> <td>Hill</td> </tr> <tr> <td></td> <td>Mountain</td> </tr> <tr> <td></td> <td>Valley</td> </tr> <tr> <td></td> <td>Vegetation</td> </tr> <tr> <td></td> <td>Season</td> </tr> </tbody> </table>	Tier 2 words	Tier 3 words	Weather	Aerial photograph	Map	Vegetation	Observe	Beach	Evaluate	Cliff	Analyse	Coast	Locate	Forest	environment	Hill		Mountain		Valley		Vegetation		Season				
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<p>Geography (Cycle 2)</p>	<p><i>Use of world maps, atlases and globes to</i> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use simple fieldwork and observational skills to study geography of their school and its grounds.</p> <table border="1" data-bbox="336 989 624 1364"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Locate</td> <td>Characteristics</td> </tr> <tr> <td>Source</td> <td>Capital city</td> </tr> <tr> <td>Location</td> <td>Fieldwork</td> </tr> <tr> <td></td> <td>Scotland</td> </tr> <tr> <td></td> <td>Ireland</td> </tr> <tr> <td></td> <td>Wales</td> </tr> <tr> <td></td> <td>England</td> </tr> <tr> <td></td> <td>London</td> </tr> <tr> <td></td> <td>Cardiff</td> </tr> <tr> <td></td> <td>Belfast</td> </tr> <tr> <td></td> <td>Edinburgh</td> </tr> </tbody> </table>	Tier 2 words	Tier 3 words	Locate	Characteristics	Source	Capital city	Location	Fieldwork		Scotland		Ireland		Wales		England		London		Cardiff		Belfast		Edinburgh	<p>Use simple compass directions and locations and directional language to describe the location of features and routes on a map</p> <p><i>Devise a simple map and use and construct basic symbols in a key</i></p> <table border="1" data-bbox="931 1094 1207 1340"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Locate</td> <td>North</td> </tr> <tr> <td>Observe</td> <td>East</td> </tr> <tr> <td>travel</td> <td>South</td> </tr> <tr> <td></td> <td>West</td> </tr> <tr> <td></td> <td>Compass direction</td> </tr> </tbody> </table>	Tier 2 words	Tier 3 words	Locate	North	Observe	East	travel	South		West		Compass direction		<p><i>Use of world maps, atlases and globes to</i> name and locate the world's seven continents and five oceans Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and North and South Poles.</p> <table border="1" data-bbox="1494 1147 1760 1372"> <thead> <tr> <th>Tier 2 words</th> <th>Tier 3 words</th> </tr> </thead> <tbody> <tr> <td>Country</td> <td>Europe</td> </tr> <tr> <td>Continent</td> <td>Asia</td> </tr> <tr> <td>Hot</td> <td>Oceania</td> </tr> <tr> <td>Cold</td> <td>North</td> </tr> <tr> <td>North/south</td> <td>America</td> </tr> </tbody> </table>	Tier 2 words	Tier 3 words	Country	Europe	Continent	Asia	Hot	Oceania	Cold	North	North/south	America	
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DT (Cycle 1)	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks. Evaluate their ideas and products against design criteria Explore and use mechanisms in their products		Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from				
DT (Cycle 2)	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate their ideas and products against design criteria Build structures, exploring how they can be made stronger, stiffer and more stable		Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks. Evaluate their ideas and products against existing products Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from				
Computing (Cycle 1)	Organise, store, retrieve & manipulate data e-safety	Communicate online safely and respectfully Links: e-safety	Write & test simple programs.	Recognise uses of IT outside of school	Understand use of algorithms	Use logical reasoning to make predictions.	
Computing (Cycle 2)	Organise, store, retrieve & manipulate data e-safety	Communicate online safely and respectfully Links: e-safety	Write & test simple programs	Recognise uses of IT outside of school	Understand use of algorithms	Understand use of algorithms	
Art and Design (Cycle 1)	Use drawing to develop and share ideas, experiences and imagination. Drawing with Scissors: A series of activities to improve scissor skills Henri Matisse – Cut Outs Stamps, print making, texture prints, press prints, leaf prints. Woodblock printing - Chinese		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. Colour Theory: Painting, Primary / Secondary colours, colour mixing skills. Piet, Mondrian, Van Gogh, David Hockney		Develop a wide range of art and design techniques in using colour, pattern, line and shape. Use painting to develop and share their ideas, experiences and imagination. Gardens: Jewellery, glass, ceramics or constructed textiles.		
Art and Design	Develop a wide range of art and design techniques in using texture, shape, form and space.		Develop a wide range of art and design techniques in using texture, shape, form and space.		To use painting to develop and share their ideas, experiences and imagination.		



<p>(Cycle 2)</p>	<p>Use a range of materials creatively to design and make products.</p> <p>Rub, resist and scratch: Rubbing, wax resist, batik or scratch board. Chinese ink rubbings, Japanese Shibori</p> <p>Water: Watercolour & salt, washes, marbling and bubble printing David Hockney – paintings, Claude Monet, Katsushika Hokusai – The Great Wave of Kanagawa</p>		<p>Colour theory: painting, tint and shade. Wassily Kandinsky</p> <p>A collection of materials: collage or montage. Richard Hamilton Rex Ray Jane Perkins</p>		<p>Recycled: sculpture. Robert Bradford Sayaka Kajita Gans</p>	
<p>Music (Cycle 1)</p>	<p><u>Hey you! – Charanga</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	<p><u>Christmas Productions and Carol services.</u> Use their voices expressively and creatively by singing songs and speaking in chants and rhymes.</p>	<p><u>Rhythm In The Way We Walk and The Banana Rap.</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	<p><u>In the Groove - Charanga</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	<p><u>Your Imagination</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	
<p>Music (Cycle 2)</p>	<p><u>Hands , feet, heart.</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>Experiment with, create,</p>	<p><u>Christmas Productions and Carol services.</u> Use their voices expressively and creatively by singing songs and speaking in chants and rhymes.</p>	<p><u>I wanna play in a band – Charanga</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music</p>	<p><u>Zootime – Charanga</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music</p>	<p><u>The Friendship song</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>Experiment with, create, select and combine sounds</p>	

	select and combine sounds using the interrelated dimensions of music.		Experiment with, create, select and combine sounds using the interrelated dimensions of music.	Experiment with, create, select and combine sounds using the interrelated dimensions of music.		using the interrelated dimensions of music.
PE (Cycles 1 and 2)	Tag Rugby: the basics	Tag rugby: being a team player Football	Gymnastics (floor) Working with mats and benches	Gymnastics (apparatus) Working with music	Cricket and Rounders Working in Teams	Athletics Sportsmanship
School Sports Competitions	Girls' football Cross Country	Indoor Athletics Tag Rugby	Key Steps Gym Swimming	Tri Golf High 5 and Tennis	Kwik Cricket Quad kids athletics	Kwik Cricket Rounders Area sports
PSHE (Cycles 1 and 2)	Keeping Safe, rules Links: e-safety Changes (SEAL) It's Good to be Me (SEAL)		Keeping safe – bullying Strangers Links: e-safety Feelings Diversity The selfish red hen. Relationships (SEAL) Getting on and falling out (SEAL)		Global issues Money Going for Goals (SEAL) New beginnings (SEAL)	