

Whole School Curriculum Content Map



	Reception	Year 1	Year 2
Autumn	All Together	Ourselves - Houses and Homes - Our Bodies	London's Burning Toys
Spring	Water	Land, Sea and Space	Ice Explorers Peru
Summer	Journeys	Growing - Plants - Childhood	Chocolate Into the Woods

Reception

Subject Areas	Autumn Term	Spring Term	Summer Term
	All Together	Water	Journeys
History (Understanding the World)	We will talk about the members of our immediate family and community. We will name and describe people who are familiar to us. We will begin to understand what a timeline is.	We will talk about the lives of the people around us. We will talk about the different roles people have in society.	We will look at photographs of familiar situations in the past. We will look at personal history and listen to stories from the past and talk about the changes we can see. We will know some similarities and differences between things now and in the past. We will look at photographs of transport in the past.
Geography (Understanding the World)	We will know where we live. We will know the nearest city to where we live is Nottingham. We will talk about what we see, hear and feel when in a natural environment.	We will know that we live in the United Kingdom. We will explore maps/globes and be able to identify key features (land/sea).	We will identify different modes of transport. We will know that the world is made up of different countries.

	We will know that a year is made up of different seasons. We will know how seasons change.	We will begin to explore some geographical features (beach, sea, river)	We will draw simple maps of our local area. We will look at photographs of our local area i.e. Sainsburys, Basil Russell Park, Leisure Centre.
Science (Understanding the World)	By the end of the year: Plants Make observations of plants • Know some names of plants, trees and flowers • May be able to name and describe different plants, trees and flowers • Show some care for their world around them Animals including Humans Be able to identify different parts of their body. • Have some understanding of healthy food and the need for variety in their diets. • Be able to show care and concern for living things. • Know the effects exercise has on their bodies. • Have some understanding of growth and change. • Can talk about things they have observed including animals Living Things and Their Habitat Comments and questions about the place they live or the natural world. • Shows care and concern for living things and the environment. • Can talk about things they have observed such as plants and animals. • Notices features of objects in their environment. • Comments and asks questions about their familiar world. Materials Be able to ask questions about the place they live. • Talk about why things happen and how things work. • Discuss the things they have observed such as natural and found objects. • Manipulates materials to achieve a planned effect. Seasonal Change Developing an understanding of change. • Observe and explain why certain things may occur (e.g. leaves falling off trees, weather changes). • Look closely at similarities, differences, patterns and change. • Comments and questions about the place they live or the natural world.		
Computing	We will recognise modes of technology and use a simple camera.	We will learn about Online Safety. Creating Media -Sound & Music	We will explore and learn how to program simple electronic toys.

Art (Expressive Arts and Design)	All Together Autumn 1 -Line through tracing lines, Provision Autumn Activities -Self-portrait Painting Line, Shape, Space. -Thick & Thin Lines using Thick & Thin brushes. Painting. -Pattern through printing. Harvest printing with food. -Form through sculpture. Andy Goldsworthy Provision Free Sculpture Autumn 2 -Line through tracing lines, Provision Firework Activities - Colour through Painting Leaves. Leaf mobiles Georgia O'Keeffe Stick weaving/wrapping wool for mobiles Textiles Texture. -Painting Line, Shape. - Collage Line, Shape. -Colour through Firework painting & collage. Vincent Van Gogh -Starry Night Christmas Activities/Card Provision Free Painting	Water Spring 1 -Shape, Colour. Drawing with oil pastels. Kandinsky-Circles -Paper Plate Sculpture inspired by Kandinsky Circles. Colour, Form. -Observational Drawing Line, Shape and Form. Water bottles/shells/water patterns. Provision Free Printing Spring 2 -Line through mono printing. - Line through mixed media Collage, Painting, Drawing. String, tissue paper, paint, oil pastels, crayons. Katsushika Hokusai- waves, seas, waterfalls. -Easter Activities/Card. Provision Free Drawing	Journeys Summer 1 -Texture through collage. Matisse -The Snail -Communal Painting Spiral journey. Shape, Line, Colour. Provision Free Collage Summer 2 -Texture Textiles- Communal weaving -Painting Roads Line Roman Fine Art. (Romanfineart.com) -Painting Jackson Pollock Provision Free Textiles or Transient Art
Design and Technology Expressive Arts and Design)	Workshop: Junk Model - We will explore and investigate the tools and materials in the junk modelling area. - We will develop scissor skills.	Structures: Boats We will understand what waterproof means and to test whether materials are waterproof.	Food: Soup We will explore fruits and vegetables and the differences between them.

	• We will investigate cutting different materials. • We will learn how to plan and select the correct resources needed to make a model. • We will verbally plan and create a junk model. • We share a finished model and talk about the processes in its creation. • We will explore different ways to temporarily join materials together.	• We will test and make predictions for which materials float or sink. • We will learn about the different features and structures of boats and ships. • We will investigate how the shape and structure of boats affects the way they move. • We will design a boat. • We will create a boat based upon our own design.	• We will use adjectives to describe how fruits and vegetables look, feel, smell and taste. • We will listen to and recall elements from the story 'The Best Pumpkin Soup.' • We will explore a pumpkin and describe it using the five senses. • We will design a fruit and vegetable soup recipe. • We will practise cutting with a knife. • We will learn how to use a knife safely. • We will safely use tools to prepare ingredients. • We will describe the finished product and evaluate the process. • We will design food packaging. Textiles: Bookmarks • We will develop threading and weaving skills. • We will practise and apply weaving skills to a specific material e.g. paper. • We will practise and apply threading skills with specific materials e.g. hessian and wool. • We will use threading or sewing to design a product (bookmark). • We will create a textiles product (bookmark) following our own design. • We will reflect on how we have achieved our aims.
P.E. (Physical Development)	Balance/Coordination We will practise getting changed independently. We will listen to instructions and engage in the activity.	Dance We will distinguish between different shapes- stretched, curled, wide and thin. We will travel safely in a variety of ways and on different parts of the body.	Games Dance Sports Day Preparation

	We will be aware of the space around us and move safely about the room. We will make simple shapes with our bodies. We will travel on our feet in a variety of ways. We will match simple movements to the music we hear. Games We will listen to instructions and engage in the activity. We will use space safely. We will confidently travel on our feet in different ways and recognise directions. We will balance bean bags on different body parts. We will walk whilst balancing bean bags and walk in different directions whilst balancing bean bags. We will practise hopping, jumping etc. over bean bags on the floor. We will name different parts of our body. We will practise passing bean bags around the different body parts We will use an underarm throw, looking at the target and take turns. We will throw into spaces, over lines and at targets and develop throwing and catching skills.	We will recognise and use changes of speed and move in different directions. We will work cooperatively with a partner. Gymnastics We will walk, stride, bounce and hop on feet or hands and feet and slide on different body parts. We will change our way of travelling in a controlled manner and show an awareness of directions. We will show an awareness of high and low movements. We will demonstrate quick movements and slow movements. We will share space and apparatus safely with other children.	
R.E. (Understanding the World)	We're Special, Caring, Belonging and Baptism We will talk about people who are special to us. We will talk about how everyone is special and about caring and looking after people. We will talk about some ways we belong. Special Times We will identify different celebrations (Harvest, Diwali, Christmas) We will learn how different festivals are celebrated.	Special Stories from the Bible We will listen to some Bible stories. Jesus' Miracles We will listen to some of the miracles Jesus performed.	A Special Place We will talk about places that are special to us and will be able to identify some religious places. Jesus' Stories We will explore some of the stories Jesus told.

PSHE (Personal, Social and Emotional Development)	New Beginnings We will begin to show an understanding of routines. We will talk about differences and what makes us special. We will play getting to know each other games and join in with turn taking activities.	Good to be Me We will talk about different feelings and use words to name these. We will talk about the things we enjoy doing and the things that we don't. Going for Goals We will explore the different things we can do now that we are 4/5 years old.	Relationships We will talk about how we are feeling. Changes We will look at how we have changed since starting school.
Music (Expressive Arts and Design)	We will sing a variety of nursery rhymes, Harvest songs and Christmas songs. We will follow the Music Express 'Special People' and 'Growth and Change' units.	We will sing a variety of nursery rhymes and Singing Phonics book. We will follow the Music Express 'Going Places' and 'Stories and Sounds' units.	We will sing a variety of nursery rhymes and song from the Sing Sherlock book. We will follow the Music Express 'Moving Patterns', 'Working World and 'Our Senses' units.

Year 1

Subject Areas	Autumn Term	Spring Term	Summer Term
	Ourselves	Land, Sea and Space	Growing
History	Timelines We will discuss the changes in our lives and will sequence key events in our lives onto a timeline that includes our age. We will learn that a timeline represents the passage of time and that they run from left to right and events are sequenced along a horizontal line. The NHS We will learn about the creation of our NHS and about how medical treatment was unfairly distributed based on wealth before the NHS. We will look at a variety of sources to help us make sense of the past. We will ask questions about what life was like before the NHS and understand that the creation of the NHS changed the lives of people in our country.	David Attenborough We will learn about Sir David Attenborough, broadcaster and environmentalist. We will learn about his life and work through a variety of sources including TV programmes, photographs and inspirational quotes. The Moon Landings We will learn about the moon landings, including Neil Armstrong, Buzz Aldrin and Michael Collins. We will use a variety of sources including photographs, newspaper articles and television interviews.	George Green We will visit Green's Windmill in Sneinton and learn about the history of the windmill and George Green himself. Childhood and toys We will learn about different aspects of childhood including work, school and toys from Victorian times onwards and compare them to our own childhood. We will think about the lives of our great great grandparents. We will use a variety of sources of evidence including paintings, toys, information books, the internet and video clips.
Geography	Place - The UK We will know that four nations make up the United Kingdom. We will know the Seas that surround the UK.	Place - Geographical Features We will use geographical vocabulary to refer to key natural and human features - office, port, harbour, shop, church, lamp	Weather and Climates We will use maps, globes and atlases to identify places. We will draw our own maps.

	We will learn about the local area. We will create our own maps. We will learn about different housing found in the local area.	post, bus stop, school, jitty, motorway, bridge, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley. We will learn about costal environments and how they compare and contrast with Watnall.	We will use maps to follow a route.
Science	Everyday Materials We will distinguish between an object and the material from which it is made. We will learn to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. We will describe the simple physical properties of a variety of everyday materials. We will compare and group together a variety of everyday materials on the basis of their simple physical properties. Humans We will identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense. We will observe seasonal change and work scientifically.	Animals We will identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. We will identify and name a variety of common animals that are carnivores, herbivores and omnivores. We will describe and compare the structure of a variety of common animals including fish, amphibians, reptiles, birds and mammals including pets. We will observe seasonal change and work scientifically.	Plants We will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. We will identify and describe the basic structure of a variety of common flowering plants, including trees. We will observe seasonal change and work scientifically.
Computing	Computer basics and technology around us We will recap turning a computer on and off and how to log on and log off. We will use a simple password and learn why we use passwords. We will identify technology and talk about our use of technology at home. We will identify a computer and its main parts. We will use a mouse in different ways. We will use a keyboard to type on a computer and to edit text. We will create rules for using technology responsibly. Data Handling (Linked with and covered in maths) We will label objects and identify objects that can be counted. We will describe objects in different ways and count objects with the same	Programming A – Moving a robot We will recap buttons and commands on the floor robot. We will explain what a given command will do and act out a given word. We will combine forwards and backwards commands to make a sequence. We will combine four direction commands to make sequences. We will plan a simple program and find more than one solution to a problem. Programming B – Introduction to Animation We will choose a command for a given purpose and show that a series of commands can be joined together. We will identify the effect of changing a value and use our own algorithm to create a program.	Creating Media – Digital Painting We will describe what different freehand tools do and use the shape tool and the line tool. We will make careful choices when painting a digital picture and explain why we chose the tools we used. We will use a computer to paint a picture independently. We will compare painting a picture on a computer and on paper. Creating Media – Digital Writing We will use a computer to write and to add and remove text. We will identify that the look of text can be changed on a computer and make careful choices when changing text. We will explain why we used the tools that

	properties. We will compare groups of objects and answer questions about groups of objects. Online Safety We will learn what to do or who to tell if we see something that upsets us online. We will recognise examples of personal information such as name and image.	Online Safety We will learn about online bullying and online privacy and security.	we chose and compare typing on a computer to writing on paper. Online Safety We will learn about self-image and identity online and about copywrite and ownership.
Art	We will learn the skills to enable us to attempt the following: • Self-portrait painting • House printing • Autumn Tree printing • Skeleton collage • Diwa lamp sculpture • Observational drawing of hands We will look at work created by the following artists: • Frida Kahlo • Henry Moore • David Hockney	We will learn the skills to enable us to attempt the following: • Winter tree printing • Collage owls • Colour wheel painting • Spring tree printing • Landscape wool wrapping • Tiger in a Tropical Storm inspired painting • Easter crafts • Weaving We will look at work created by the following artists: • Claude Monet • Lisa Morales • Henri Rousseau	We will learn the skills to enable us to attempt the following: • Sunflower paintings • Sewing bookmarks • Summer tree printing • Playground games painting We will look at work created by the following artists: • Vincent Van Gogh • LS Lowry • Peter Bruegal
Design and Technology	<u>Food</u> Fruit and Vegetables • We will describe fruits and vegetables and explain why they are a fruit or a vegetable. • We will name a range of places that fruits and vegetables grow. • We will describe basic characteristics of fruit and vegetables. • We will prepare fruits and vegetables to make a smoothie. <u>Mechanisms</u> Moving Christmas Card • We will identify whether a mechanism is a side-to-side slider or an up-and-	<u>Textiles</u> Puppets • We will join fabrics together using pins, staples or glue. • We will design a puppet and use a template. • We will join our two puppets' faces together as one. • We will decorate a puppet to match our design.	<u>Structures</u> Windmill • We will identify some features that would appeal to the client (a mouse) and create a suitable design. • We will explain how our design appeals to the mouse. • We will make stable structures, which will eventually support the turbine, out of card, tape and glue. • We will make functioning turbines and axles that are assembled into the main supporting structure. • We will say what is good about our windmill and what we could do better.

	down slider and determine what movement the mechanism will make. - We will clearly label drawings to show which parts of our design will move and in which direction. - We will make a picture, which meets the design criteria, with parts that move purposefully as planned. - We will evaluate the main strengths and weaknesses of our design and suggest alterations.		<u>Mechanisms Wheels and Axles</u> - We will understand how wheels move. - We will know that in order for a wheel to move it must be attached to an axle. - We will draw and label a diagram of an axle, wheel and axle holder. - I know that a wheel needs an axle in order to move. - We will fix a design so that the wheel can move. - We will use appropriate vocabulary to describe which parts are moving or not. - We will know what makes a wheel and an axle work. - We will design a moving vehicle - We will label our designs using appropriate vocabulary. - We will make a wheel and axle mechanism. - We will evaluate our designs to make it even better.
P.E.	Dance Contemporary/Ballet Gymnastics Flight	Games Multi-Skills Dance/Gym Cheerleading	Dance Ballet Gymnastics Balance Games Throwing and Catching (Game -Dodgeball) Gymnastics Rocking and Rolling Dance Dance around the world Country and Folk Games Athletics and Sports Day practise. Games Bat and ball skills Football skills and drills
R.E.	Belonging We will learn about the concept of belonging in the Christian community through firstly looking at families, home, school and the community around us. Diwali and Christmas Celebrations We will learn about the features of, and the similarities between, the Hindu festival Diwali	From Creation to Shabbat Jewish beliefs and actions We will learn about some important beliefs of Jewish people, some important beliefs of Jewish people, some important Jewish characters who listened to God. We will learn to appreciate the beautiful world around us.	Jewish Stories We will learn about two important Jewish figures, Moses and Jonah, and the main events in their lives. Visiting a Church We will learn about the importance and significance of a church building for bringing

	and the Christian festival of Christmas. We think about how we can be gift bringers.	Jesus and His Stories We will learn about the parables of Jesus and the deeper meanings, behind them such as caring, apologising and forgiveness.	a Christian community together. We will visit our local parish church St Patrick's.
PSHE	Relationships Families and friends We will learn about the roles of different people; families and about feeling cared for. Safe relationships We will learn how to recognise privacy; staying safe and seeking permission. Respecting ourselves and others We will learn how our behaviour affects others and about being polite and respectful.	Living in the Wider World Belonging to a community We will learn about what rules are; caring for others' needs and looking after the environment. Media literacy and digital resilience We will learn about using the internet and digital devices and communicating online. Money and work We will learn about our strengths and interests and jobs in the community.	Health and Wellbeing Physical health and mental health We will learn about keeping healthy; food and exercise; hygiene routines and sun safety. Growing and changing We will learn to recognise what makes us unique; feelings and managing when things go wrong. Keeping safe We will learn how rules and age restrictions help us and about keeping safe online.
Music	Harvest Festival Music Express • Ourselves - Exploring sounds We will explore ways of using our voices expressively. We will develop the skills of singing whilst performing actions and creating an expressive story. • Number - Beat We will develop a sense of steady beat through using movement, body percussion and instruments. Christmas play Carol concert Music Express • Animals - Pitch We will develop an understanding of pitch through using movement, voices and instruments. We will identify contrasts of high and low pitches and create animal chant sounds and sequences. • Weather - Exploring sounds We will use voices, movement and instruments to explore the different ways that music can be used to describe the weather.	Music Express • Machines - Beat We will explore beat through movement, body percussion and instruments. We will combine steady beat with word rhythms and explore changes in tempo. • Seasons - Pitch We will further develop our vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games. • Our School - Exploring sounds We will explore sounds in our school environment. We will investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography. • Pattern - Beat We will develop an understanding of metre through counting, body percussion and reading scores.	Music Express • Storytime - Exploring sounds We will learn how music can be used to tell a story. We will identify contrasts of fast and slow, loud and quiet, leading to a performance. • Our Bodies - Beat We will respond with our bodies to steady beat and rhythm in music. We will experience combining rhythm patterns with steady beat, using body percussion. • Travel - Performance We will develop our performance skills and learn songs about travel and transport from around the world. • Water - Pitch We will use our voices, movement and instruments to explore changes in pitch. They develop a performance with different vocal pitch shapes and tuned percussion.

Subject Areas	Autumn Term		Spring Term		Summer Term	
	London's Burning	Toys	Ice Explorers	Peru	Chocolate	Into the Woods
History	The Great Fire of London The children will use a class timeline to show the year the great fire started and will include other periods/ key events. The children will sequence a timeline from September 2nd 1666 when the fire started until the fire ended. Children will learn about different sources of evidence including the diary of Samuel Pepys and paintings of London before and after the fire.		We will learn about Shackleton and Scott - Antarctic Explorers (South Pole) We will learn about Matthew Henson - Arctic Explorer (North Pole) We will compare explorers then and now		Linking to the topic on growing, the children will learn about chocolate and the history behind it. Add this to the class timeline. This will be linked back to work on the NHS and the creation of Bournville. They will learn key knowledge including 1500-400bc was the first recorded use of the cocoa bean in Mexico. 1500's Christopher Columbus was the first European explorer to come into contact with cocoa. - John Cadbury opening a grocers shop in Birmingham and selling his own drinking chocolate in 1824.	As part of the topic on the legend of Robin Hood, the children will learn about Medieval Britain. They will learn when Medieval times were (about 5th-15th century, depending on region of Europe). They will add this period to their class timeline The children will look at a variety of sources including images of artifacts, images of castles and knights in armour. They will learn key knowledge linked to - Medieval people and the skills they had for example, carpenter, cook, knight, friar, squire. - Life in a castle including parts of a castle and what they were for, for example keep, bailey, curtain wall etc.

						A day in the life of a Lord or Lady
Geography		We will look at our local area - Kimberley, Watnall and Nuthall We will learn mapping skills - features and keys We will look at the human and physical features of the local area We will use maps, photos and aerial photos We contrast our locality with London.	We will learn about the Polar Regions We will learn the continents and oceans of the world We will look at weather and it's effects We learn about global warming and its effects on antartica	Peru - contrasting countries We will compare poles (cold) and equator (hot) We will look at weather and it's effects We will look at the physical and human features of Peru		We will learn mapping skills, looking at routes and the local area We will learn about compass direction
Science	<u>Animals including humans</u> We will compare the differences between stages off growth. We will learn about the basic needs of animals. We will understand the importance of exercise and a healthy diet. We will learn about hygiene and how germs spread	<u>Materials</u> We will learn to identify and compare uses of different materials We will discover what objects are made from these materials and explaining why the material was chosen as for these objects. They will carry out simple tests to answer questions such as: How flexible are plastics?	<u>Living Things and their habitats</u> We will understand that different habitats provide for the basic needs of different kinds of animals and plants. We will understand that habitats can be small and local but also very extensive. We will learn about adaptation. We will learn about camouflage. We will learn about environmental change We will learn to identify things that are living, dead and have never been alive	<u>Living Things and their habitats</u> We will understand that in a healthy habitat, all living things depend on each other in different ways We will think about some simple food chains and make a food chain We will understand that living things need other living things to survive. We will explore the school grounds, looking for examples of food chains.	<u>Plants</u> We will learn about seeds and bulbs. We will learn what plants need to germinate and grow. We will learn about hydroponics and phototropism. We will learn about germination and observe how plants grow over time. We will learn about pollination and seed dispersal	<u>Materials</u> We will explore how well can we change the shapes of some solid objects. We will describe what force they are using eg twisting, stretching, bending, or squashing the materials and to describe what happens. We will identify and discuss the materials/properties of objects and sort them according to criteria
Computing	<u>Computer Basics & Information technology around us</u>	<u>Using the internet & Online Safety</u> What is the internet?	<u>Programming A - Robot Algorithms</u>	<u>Programming B- Programming quizzes</u>	<u>Making Music</u>	<u>Digital Photography</u>

		- We will evaluate our two designs against the design criteria, using this information and the feedback of our peers to choose our best design. - We will select and assemble materials to create our planned monster features. - We will assemble the monster to our linkages without affecting their functionality.	the materials provided.		- with a rotating wheel. - We will test and adapt their designs as necessary. - We will follow a design plan to make a completed model of the wheel.	- We will explain how our ideas would be suitable for Baby Bear. - We will produce a model that supports a teddy, using the appropriate materials and construction techniques. - We will explain how we made our model strong, stiff and stable.
P.E.	Games Multi-Skills Gymnastics Parts High and Low	Dance Ballet Dance/Gym Cheerleading	Games Throwing and Catching Skills (Basketball) Gymnastics Balance, Shape and Flight	Dance Contemporary Gymnastics Linking movements and performance	Games Football skills and small sided games Games Athletics and Sports Day practise.	Dance Dance around the world- Hip Hop. Leavers Performance Games Bat/ ball skills and games.
R.E.	Jewish celebrations and stories (David, Daniel and Hannukah)	Celebrations Eid Christmas (Journeys) Differences between Christianity and Judaism Introducing Muslims - Five Pillars Respecting others & Muslim Festival of Eid Advent - Christmas is Coming	Jesus and his miracles	The Torah and Jewish Stories Moses 10 Commandments Easter	The Synagogue	Jesus' friends and followers

		Mary and Joseph's Journey Mary and Joseph's Arrival at Bethlehem				
PSHE	Families and Friendships We will learn how to be a good friend and different ways of meeting and making friends. We are learning	Safe relationships Respecting ourselves and others Hygiene , Bonfire Night & Fire Safety , How to recognise hurtful behaviour, including online and what to do and whom to tell if they see/experience this , , Bullying and different types of bullying How someone may feel if they are being bullied , , The difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help , , How to resist pressure to do something that feels uncomfortable or unsafe , , How to ask for help if they feel unsafe or worried and what vocabulary to use , ,	Belonging to a community	Media literacy and digital resilience Money and work	Physical health and mental wellbeing	Growing and Changing Keeping Safe
Music	Recorders Introduction to the recorder and learn about the similarities and differences between tuned and untuned instruments.	Recorders Learn about the stave, the treble clef and time signature. Practise the notes A and B and learn the note G.	Recorders Practise the notes A, B and G and play pieces with different time signatures (3 and 4 beats in a bar)	Recorders Play pieces with different time signatures and practise pieces using learnt notation. Play duets	Recorders Practise pieces and reading notation. Play longer duets and rounds using learnt notation.	Recorders Year 2 Leavers Concert. Practise recorder pieces to perform at the Year 2 Leavers Concert.

	Clapping, saying and playing different rhythms. Learn the notes A and B Key Stage 1 Singing		Respond to music and play rhythm patterns on body percussion and instruments. Key Stage 1 Singing	Key Stage 1 Singing	Key Stage 1 Singing	Learn and rehearse songs for the Year 2 Leavers Concert. Key Stage 1 Singing
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