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	Autumn 1	Autumn 2	Spring: 1	Spring 2	Summer 1	Summer 2
Year	Expressive Arts &	Expressive Arts &	Expressive Arts &	Expressive Arts &	Expressive Arts &	Expressive Arts &
Reception	Design	Design	<mark>Design</mark>	<mark>Design</mark>	Design	<mark>Design</mark>
	Opportunities	Opportunities	Opportunities	Opportunities	Opportunities	Opportunities
	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials
	 Draw with increasing 	 Draw with increasing 	• Explore and use a variety of	• Explore and use a variety of	 Safely use and explore a 	 Safely use and explore a
	complexity and detail, such as	complexity and detail, such as	artistic effects to express	artistic effects to express	variety of materials, tools and	variety of materials, tools and
	representing a face with a	representing a face with a	their ideas and feelings.	their ideas and feelings.	techniques, experimenting	techniques, experimenting
	circle and including details	circle and including details	Return to and build on their	 Return to and build on their 	with colour, design, texture,	with colour, design, texture,
	 Show different emotions in 	 Show different emotions in 	previous learning, refining	previous learning, refining	form and function	form and function
	drawings and paintings	drawings and paintings	ideas and developing their	ideas and developing their	Share their creations,	 Share their creations,
	Continue to explore colour	Continue to explore colour	ability to represent them.	ability to represent them.	explaining the process they	explaining the process they
	and colour mixing.	and colour mixing.	Create collaboratively	Create collaboratively	have used	have used
	 Safely use and explore a variety of materials and tools 	 Safely use and explore a variety of materials and tools 	sharing ideas, resources and	sharing ideas, resources and skills.	 Make use of props and materials when role-playing 	 Make use of props and materials when role-playing
	Explore new techniques	Explore new techniques	skills.	SKIIIS.	characters in narratives and	characters in narratives and
	Talk about new creations	Talk about new creations	Being Imaginative &	Being Imaginative &	stories.	stories.
	Begin to return to and build	Begin to return to and build	Expressive	Expressive	stories.	
	upon previous learning	upon previous learning	• Listen attentively, move to	• Listen attentively, move to		Being Imaginative &
			and talk about music,	and talk about music,	Being Imaginative & Expressive	Expressive
	Poing Imaginativa 8	Being Imaginative &	expressing their feelings and	expressing their feelings and	 Sing a range of well-known 	 Sing a range of well-known
	Being Imaginative & Expressive	Expressive	responses.	responses.	nursery rhymes and songs;	nursery rhymes and songs;
	Begin to listen attentively,	 Begin to listen attentively, 	 Watch and talk about 	 Watch and talk about 	 Perform songs, rhymes, 	 Perform songs, rhymes,
	move to and talk about music,	move to and talk about music,	dance and performance art,	dance and performance art,	poems and stories with	poems and stories with
	expressing their feelings and	expressing their feelings and	expressing their feelings and	expressing their feelings and	others, and – when	others, and – when
	responses	responses	responses.	responses.	appropriate – try to move in	appropriate – try to move in
	- How does the music	 How does the music make me feel? 	• Sing in a group or on their own, increasingly matching	• Sing in a group or on their own, increasingly matching	time with music.	time with music.
	make me feel?	emotions vocabulary	the pitch and following the	the pitch and following the		
	emotions vocabulary	(see PSE)	melody.	melody.	Activities will include:	Activities will include:
	(see PSE)	 Begin to watch and talk 	• Explore and engage in	• Explore and engage in	• To make Under the sea	• To make Junk modelling:
	Begin to watch and talk	about dance and performance	music making and dance,	music making and dance,	scenes/ collage	castles (colour mixing)
	about dance and performance	art	performing solo or in groups.	performing solo or in groups.	• To make Beach scenes/	• To make Father's Day cards
	art - What type of	 What type of 	 Develop storylines in their 	 Develop storylines in their 	ocean collage using different	• To create own character
	dance/music is it?	dance/music is it?	pretend play.	pretend play.	colours and textures	via playdough/ drawing or
	adjectives to describe	adjectives to describe			 To make calming ocean / 	construction modelTo use musical instruments
	music; e.g. happy,	music; e.g. happy,	Activities will include:	Activities will include:	wind music by exploring	to a pattern
	sad, slow, fast,	sad, slow, fast,	• To join in traditional songs	 To listen to and respond to 	sounds of the instruments	• To make calming ocean
	bouncy	bouncy - Watch live music /	and rhymes: Wind The	music	• To make a kite (shape)	music by exploring sounds of
	- Watch live music /	dance performances	Bobbin Up, Rock-a-bye Baby.	 To use classroom instruments 	 To listen to and respond to music 	the instruments
	dance performances	linked to festivals	Five Little Monkeys Jumping	• To Explore and Create -	 To explore instruments 	• To learn new songs: Big
	linked to festivals	perform, celebrate,	On The Bed, Twinkle Twinkle,	using voices and classroom	 To find the pulse of music, 	Bear Funk and graduation
	perform, celebrate,	audience, musician,	If You're Happy And You	instruments	rhythm games, explore pitch.	songs
	audience, musician ,	dancer	Know It, Head, Shoulders,		, 8	
	dancer		Knees and Toes, Five little	1		1



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	• Sing in a group or on their	• Sing in a group or on their	men in a flying saucer, Zoom	 To join in songs and 	 To learn new songs: Big 	
	own	own	Zoom Zoom! and Planet song	rhymes: Old Macdonald, Incy	Bear Funk and graduation	
	 Engage in circle and 	 Engage in circle and 	 To make planets 	Wincy Spider, Baa Baa Black	songs	
	partner songs	partner songs	 To make Junk model 	Sheep, Row, Row, Row Your		
	 Begin to make own 	 Begin to make own 	rockets	Boat, The Wheels On The Bus		
	verse for familiar	verse for familiar	 To make Chinese dragons 	andThe Hokey Cokey		
	song	song	 Torole play space and 	 To make Mother's Day 		
	 Begin to explore and engage 	 Begin to explore and engage 	aliens	cards		
	in music making and dance	in music making and dance		 To make Easter cards 		
	Invent and dance / play music	Invent and dance / play music		 To make Spring pictures 		
	to show different emotions	to show different emotions		 To create a stage to 		
	emotions vocabulary (see PSE)	emotions vocabulary (see PSE)		perform using construction		
				and fancy dress		
		Activities will include:				
	Activities will include:	 To begin to join in traditional 				
	• To begin to join in songs and	songs and rhymes: I'm A Little				
	rhymes:	Teapot, The Grand Old Duke Of				
	Pat-a-cake, 1 2 3 4 5, Once I	York, Ring O' Roses, Hickory				
	Caught A Fish Alive, This Old	Dickory Dock, Not Too Difficult,				
	Man, Five Little Ducks, Name	The ABC Song, Away in a				
	Song, Things For Fingers, Five	manger and other				
	Little Speckled Frogs, One Two	Christmas/Nativity songs				
	Buckle my Shoe, Five Little	• To cut and stick Christmas				
	Monkey	cards				
	 To paint a self portrait 	• To make gingerbread bread				
	 To cut and stick Funnybones 	puppets				
	skeletons	• To create a stage to perform				
	 To mix colours to create a 	using construction and fancy				
	painting of Elmer	dress				
	 To create a stage to perform 	 To Sing in the Christmas 				
	using construction and fancy	Nativity				
	dress	itacivicy				
	 To use musical instruments 					
Year 1	<mark>Music: Hey You</mark>	<mark>DT: Mechanisms:</mark>	Art: Formal	Art: Art & Design	DT: Textiles:	Music: Round and
	<u>Hey You</u>	Making a Moving	Elements of Art	<mark>Skills</mark>	Puppets	Round
	Listening:	Story Book	Formal Elements of Art	Art & Design Skills	Textiles:	Round and Round
	0	-	Shape, line and colour	Design, drawing, craft,	Puppets	
	 Find the pulse as they are listoping to the main Unit cong 	Mechanisms:		painting and art appreciation	-	Listening:
	listening to the main Unit song and understand that it is the	Making a Moving Story Book	Shape: Abstract •		Joining Fabrics	• Find the pulse as they are
	heartbeat of the music.	Fundada e Clisten de La	Compositions.	Louis Wain	 Join fabrics together using 	listening to the main Unit
		Exploring Sliders and Levers	 Learning that abstract art 	• Examining a picture in	different methods.	song and understand that it is
	 Recognise and name two or 	• Exploring mechanisms,	uses a lot of shapes and	depth to see the details	Designing my puppet	the heartbeat of the music.
	more instruments they hear:	learning that levers and sliders	creating abstract art using	within it.	• Use a template to create	• Recognise and name two or
	Male vocal, bass guitar, drums,	can make things move, creating	different colours and shapes	Understand the artist's	design.	more instruments they hear:
	decks.	moving models that use levers	in an interesting way.	story within a piece of	Making and joining my	Singers, keyboard, bass,
	Musical Activities:	and sliders and using the	Line 1: Exploring Line	artwork.	puppet	3 , , , , , , , , , , , , , , , , , , ,
	Find the pulse	vocabulary to describe				



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 March in time with the pulse. 	movement (up, down, left,	 Creating a modern style line 	Painting: Green Fingers	 Join two fabrics together 	guitar, percussion, trumpets
 Be an animal finding the 	right, vertical and horizontal)	drawing, experimenting with	 Knowing that yellow and 	accurately.	and saxophones.
pulse.	Design	different resources and using	blue mixed together make	Decorating my puppet	Musical Activities:
Clap rhythms	 Designing a moving story 	the vocabulary; wavy,	green.	 Embellish my design using 	Find the pulse
 Copy back the rhythms they 	book, drawing background	vertical, horizontal and cross	 Making different shades of 	joining methods	 March to the pulse.
hear.	pictures and the moving parts,	hatch to describe the lines.	green by mixing different		 Copy the actions on-screen.
 Clap the rhythm of their 	deciding whether to use a lever	Line 2: Making Waves	amounts of yellows and		 Use their imagination to
name over the track.	or a slider on each page and	 Drawing lines to create a 	blues.	Geography:	find the pulse
 Create their own rhythm for 	labelling the movement of each	water effect using a variety of	Drawing: Experimenting with		Clap rhythms
others to copy.	Construction	different materials.	Media	Art: Sculptures and	 Copy back the rhythms
Playing Instruments	• Constructing a moving picture	 Create one large 	 Drawing with different 	Collages: Junk Model	they hear.
 Rap and sing in time to the 	by: drawing a background,	collaborative piece of art,	media.	Animals: Design a	 Clap the rhythm of their
music. • Play	drawing and cutting the	using the different styles of	 Drawing around and 	sculpture of a 3D insect	name.
accurately and in time as part	moving parts, making levers	drawing lines for effect.	overlapping a variety of		 Clap the rhythm of their
of the performance.	and sliders and then putting all	Colour 1: Making Colours	shapes, describing	Sculptures and Collages	favourite animal.
Improvise	the parts together	 Knowing the names of the 	preferences about the effects	Example theme: Living	 Make up their own
 In the lessons and as part of 	Testing and Evaluation	primary colours and that	of different media.	Things	rhythms.
the performance.	 Evaluating a finished product 	these can be mixed to make	Craft: Printing (Great Fire of	Junk Model Animals	Playing Instruments
Compose	by reviewing it against the	secondary colours.	London)	 Creating a 3D model of a 	 Sing the song together with
 A simple melody using simple 	design criteria and testing it	Colour 2: Painting with	 Making a print on a given 	creature from recycled	the actions.
rhythms, and	with its intended audience	Colour	theme using two different	materials.	 Play instrumental parts
use as part of the performance.		 Using primary colours to 	printing techniques.		accurately and in time as part
 Most will use C + D. 		paint.	Design: Lego Printing		of the performance.
 Some will play C, D + E. 	Music: Nativity (Songs to be	Mix colours to achieve	 Making a print giving 	Music: Your Imagination	 Most will play D, F, C
Perform & Share	sung and chorus signed)	secondary colours and apply	careful consideration to the	(At least 1 lesson and	Improvise
 Look back at the recorded 	sung und energy signedy	the paint with care.	shape of the lego bricks I	•	 In the lessons and as part
performance with the class.	Nativity		choose to print with.	when you have spare	of the performance.
 What did the children like 	<u>INALIVILY</u>		 Using an appropriate 	time)	 Most will use D.
best?	• To perform to an audience.	Music: In the Groove	amount of paint and a variety	Your Imagination	 Some will use D + E.
 How did they feel about it? 	• improve performance by	(At least 1 lesson and	of colours within my design.		Perform & Share
 How did they feel during the 	practising.	, when you have spare		Listening:	Look back at the recorded
performance?	 Sing in unison with a group. 	time)		 Recognise and name two or 	performance with the class.
	 Sing in tune. 	In the Groove	Music: Music Festival	more instruments they hear:	
	- Sing in tune.	III the Groove	Music Festival	Keyboard, drums, bass, a	
Healthy Food Week: DT		Listening:		female singer.	Geography:
Food: Fruit and Vegetables		 Find the pulse as they are 	 To perform to an audience. 	Musical Activities:	Art: Landscapes using
Smoothie Tasting		listening to the main Unit	• improve performance by	Find the pulseBe a pop star finding the	Different Media: Beach
• Tasting and comparing fruits		song and understand that it is	practising.		Textures: Drawing lines to
and vegetables, describing		the heartbeat of the music.	 Sing in unison with a 	pulse.	represent the horizon line
their: appearance, feel and		Musical Activities:	group.	 Use their imagination to find the pulse 	and the sea. Finding
smell.		Find the pulse	• Sing in tune.	find the pulse. Clap rhythms	_
Selecting fruits and		March to the pulse.	5	• Copy and clap back	appropriate materials to
vegetables for a smoothie.		• Copy the actions on-screen.		• Copy and clap back rhythms.	create different textures
Smoothie Making		 Choose an animal and keep 		 Clap the rhythm of their 	and applying these to a
Making a fruit and vegetable		the pulse.		• Clap the mythin of their name.	well known painting.
smoothie.		Clap rhythms		name.	
		Playing Instruments			
	1			1	



learning to use Art Display: F Elements: A composition contempora Shape: Abstra Compositions. • Learning that uses a lot of sh creating abstra different colou an interesting	o cut safely and a blender. Formal bstract ns in style of ary artist ct t abstract art napes and act art using urs and shapes in way.		 Play instrumental parts accurately and in time as part of the performance. Most will play C. Some will play C + D. Compose A simple melody using simple rhythms and use as part of the performance. Most will use C + D. Some will use C, D + E. 		 Make up their own rhythms. Playing Instrumental parts Play instrumental parts accurately and in time as part of the performance. Most will play C. Some will play C + D. 	Landscapes using Different Media Example theme: the seaside Seaside Landscape • Identifying key features of a landscape. • Drawing lines to represent the horizon line and the sea. Beach Textures • Identifying different textures in a scene. • Finding appropriate materials to create different textures and applying these to a well known painting.
Collage, p scu Human Alphal • Working as p use my body c create human Skulls • Drawing a sk facial features accurately and decoration. Making Faces • Creating a co features. Opie Style Por • Creating a se style of Julian of long lines to of head, neck and hair and addin using dots and Clothes Peg Fi • Making a clo from a variety	an Form portraits and lpture bet part of a group to reatively to sculptures. cull, identifying its and tracing adding blage of facial traits elf-portrait in the Opie by drawing utline the: face, d g facial features small lines. gures thes peg figure of materials	DT: Mechanisms: Making a Moving Monster Mechanisms: Making a Moving Monster Making a Moving Monster Pivots, Levers and Linkages • Understand that mechanisms are a collection of moving parts that work together in a machine. • Learn that there is always an input and output in a mechanism. • Identify mechanisms in everyday objects. • Learn that a lever is something that turns on a pivot. • A linkage is a system of levers that are connected by pivots. • Devise a whole-class Design Criteria. Designing my Monster • Learn that linkages use levers and pivots to create motion. • Draw two moving monster designs that satisfy the Design	Music: Hands, Feet, Heart Hands, Feet, Heart Listening: • Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. • Recognise and name two or more instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals. Musical Activities • Find the pulse (a steady heartbeat). • March in time with the pulse. • Be an animal finding the pulse. • Know that rhythm is different to the pulse. • Copy and clap back rhythms. • Clap the rhythm of their name.	Art: Sculpture & Mixed Media Sculpture and Mixed Media Example theme: Superheroes Superhero Figures • Creating 3D human forms by bending wire into a superhero shape and making legs, arms and a body using plasticine. Drawing Expressions • Creating different facial expressions by altering the eyes, mouth and eyebrows. Multimedia Superheroes Part 1 • Creating a large piece of collaborative artwork, drawing around a person in a superhero pose • Add shapes to the piece and materials to add texture. Multimedia Superheroes Part 2 • Creating a large piece of collaborative artwork.	Music: Friendship Song Friendship Song Listening: • Find the pulse and know that this Unit is about being friends. • Recognise and name some of the instruments they hear: Keyboard, drums, bass, a female singer, a glockenspiel. Musical Activities • Find the pulse (a steady heartbeat). • Decide how to find the pulse. Clap rhythms (long + short sounds) • Clap the rhythm of their name. • Clap the rhythm of their favourite colour. • Create their own rhythms for the class to copy back. Playing Instruments • Sing: In two parts. • Play accurately and in time.	DT: Structures: Baby Bear's Chair Structures: Baby Bear's Chair Exploring Stability • Explore the concept and features of structures and the stability of different shapes Strengthening materials • Explore strength in different structures. • Understand that the shape of the structure affects its strength. Making baby Bear's chair • Make a structure according to design criteria Fixing and testing Baby Bear's chair • Produce a finished structure



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	Criteria and include the linkage	 Create simple rhythms 	 Blending paint colour 	 Most play E + G. 	 Evaluate the strength,
Healthy Food Week <mark>:</mark> DT :	required to make the monster	themselves.	washes into the piece.	 Some will play C. 	stiffness and stability of their
	move.	Playing Instruments	 Blending two primary 	Improvise	structure.
Balanced Diet: Hidden	Making Linkages	 Singing in groups. 	colour washes together to	 In the lessons and as part 	
Sugars in Drinks,	Make linkages using card for	 Recognise that songs 	make a secondary colour.	of the performance.	
Taste testing food	levers and split pins for pivots.	sometimes have a	Creating a dot matrix effect	Compose	Music: Play in a Band
combinations.	• Experiment with the linkages	question and answer section	in the style of Lichtenstein.	 A simple melody using 	(At least 1 lesson and
Food:	by changing the widths, lengths	and a chorus.	 Adding shadows by 	simple rhythms and use as	
A Balanced Diet	and thicknesses of card.	 Play accurately and in time. 	outlining the figures in black.	part of the performance.	when you have spare
	Making my Monster	• Expected to play: G, A + C.	Multimedia Superheroes	Perform & Share	time)
Hidden Sugars in Drinks	Create a moving monster.	• Greater depth: play G, A, B	Part 3	Look back at the recorded	I Wanna Play In A Band
Learn what makes a balanced	Make linkages by connecting	+ C.	Creating a large piece of	performance with the class.	
diet.	levers and pivots.	Improvise	collaborative work, using	• What did they like best?	Listening:
That there are five food	Design and make the features	 In the lessons and the 	pastels to add colour in areas	• How did they feel about it?	 Find the pulse and know
groups (fruit and vegetables,	of the monster.	performance.	not filled with collage or dots.	How did they feel during	that this Unit is about Rock
starchy carbohydrates,	Select materials according to	Compose		the performance?	music.
proteins, dairy and oil and	• Select materials according to their characteristics.	•	 Blending two primary colours to make a secondary 		Musical Activities
spreads). • Know where to find		A simple melody using			 Find the pulse (a steady
the nutritional information on	• Evaluate how functional the monster is and whether it	simple rhythms and use as	colour and shading tones.		heartbeat).
a drinks container.		part of the performance.		RE:	 March and find the pulse.
Taste testing food	meets the Design Criteria.	Perform & Share		Art: Art & Design Skills:	 Be a Rockstar finding the
combinations.	<u></u>	Look back at the recorded	<mark>Music:</mark> Music Festival	Design: Clarice Cliff:	pulse.
		performance with the class.	Music Festival	Create a piece of art work	Clap rhythms
 Experience food through touch and smell. 	Music: Nativity (Songs to be	What did they like best?		as a creative reflection of	 Copy and clap back
	sung and chorus signed)	• How did they feel about it?	 To perform to an audience. 	Eastertide in the style of	rhythms.
• Know that the ideal	Nativity	How did they feel during	 improve performance by 	Clarice Cliff	Playing Instruments
ingredient combinations for a	<u></u>	the performance?	practising.		 Play instrumental parts
dish will contain foods from	• To perform to an audience.		 Sing in unison with a 	Art & Design Skills	accurately and in time.
more than one food group.	• improve performance by		group.	Design, drawing, craft,	 Most will play D + C.
	practising.	Music: Music Festival	• Sing in tune.	painting and art appreciation	• Some will play G, F + C.
Geography:	 Sing in unison with a group. 	Music Festival	-		Compose
<mark>Art</mark> : Formal Elements:	• Sing in tune.		Music: Zoo Time	Design: Clarice Cliff Plates	• A simple melody using
Frottage: Creating a picture	Sing in tune.	• To perform to an audience.	(At least 1 lesson and	Designing a plate in the	simple rhythms and use as
using a collage of rubbings		• improve performance by	•	style of Clarice Cliff.	part of the performance.
(frottage) and frottage to		practising.	when you have spare	Painting colourful circles	P
show the seasons.	Art: Art & Design Skills:	• Sing in unison with a	time)	with care.	
	Drawing, Shading: Shade a	group.	<u>Zootime</u>	 Applying paint using a straw 	
Formal Elements of Art	Nativity picture for the	• Sing in tune.		and blowing outwards to	
Pattern, texture and tone	Christmas Cards	5 5 5	Listening:	make branches.	
	Art & Design Skills	Science	 Find the pulse and know 		
Texture 2: Frottage	Design, drawing, craft,	Science:	that this Unit is about Reggae		
• Creating a picture using a	painting and art appreciation	DT: Balanced Diet: Design	music.		
collage of rubbings (frottage)		A wrap, Making and	Musical Activities		
and frottage.	Learning AboutDrawing for	Evaluating a wrap	 Find the pulse (a steady 		
	fun	Food:	heartbeat)		
	• Experiencing drawing for	A Balanced Diet	Clap rhythms (long + short		
	pleasure and suggesting ways		sounds)		
	in which they can improve their	Design			
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		own work and the work of others. Drawing: Shading • Exploring the use of tones in shading. • Learning to control a pencil to create dark and light tones. • Shading without any gaps and within the lines.	 Remember which food combinations work well together and designing three possible wraps based on these, Select one to make. Learn how to slice food safely using the bridge or claw grip. Making and Evaluating Make a healthy wrap, preparing the food safely and reviewing the final design. 	 Copy and clap back rhythms. Create their own rhythms for the class to copy back. Pitch: High and low sounds we add to the pulse and rhythm when we sing/play an instrument. Playing Instruments Play accurately and in time. Some will use C. Most will use C + D. Compose A simple melody using simple rhythms and use as part of the performance. 		
Year 3	Art: Prehistoric	Music: Three Little	DT: Textiles:	Art: Craft: Tie-Dye	Music: The Dragon	DT: Mechanical
	Prehistoric Art	Birds	Cushions	and Weaving		
	Design, drawing, craft,				Song	<mark>systems:</mark>
	painting and art appreciation	<u>Three Little Birds</u>	<u>Textiles:</u>	Craft	Listen and Appraise:	Pneumatic Toys
		Liston & Ammusian	Cushions	Materials: tie-dye, weave	• Identify the themes:	Mechanical Systems:
	Exploring Prehistoric Art	 Listen & Appraise: Identify the piece's structure: 	Cross Stitch and Appliqué	and sew	Kindness, respect, friendship,	Pneumatic Toys
	 Learning how prehistoric man 	 Identify the piece's structure: Introduction, chorus, verse, 	 Cross Stitch and Appliqué Sewing cross stitch and 	Creating a Mood Board	acceptance and happiness.Identify the instruments	
	made art by painting with	chorus, verse, chorus, chorus,	appliqué.	Creating a Mood BoardCreating a mood board.	 Identify the instruments /voices: Keyboard, drums, 	Exploring Pneumatics
	muted earth colours and	chorus.	Cushion Design	Tie-dying	bass, a female singer.	 Learning how pneumatic
	reflecting this style in their	 Identify the instruments 	Design a cushion, using a	Creating tie-dyed materials.	• Explain how the words of	systems work.
	work.	/voices: Bass, drums, electric	paper template.	 Describing the similarities 	the song tell a story?	 Understanding that
	Charcoal Animals	guitar, keyboard, organ, male,	Cutting fabric accurately.	between tie-dyeing and wax	• Does the music create a	mechanisms are a system of
	 Scaling up drawings. 	backing vocals.	Decorating my Cushion	resist.	story in your imagination?	parts that work together to
	 Identifying key 2D shapes 	 Find the pulse and identify 	 Decorating fabric using 	Paper Weaving	What story?	create motion. • Pneumatic
	within an image.	funky rhythms, tempo changes	appliqué and cross stitch and	Creating a piece of paper	Musical Activities using	systems can be used as part
	 Applying and blending charcoal to create tone and 	and dynamics.	following a design criteria.	weaving.	glocks and/or recorders	of a mechanism and they
	texture.	Musical Activities using glocks	Assembling my Cushion	Loom Card Weaving	 Most children can complete 	force air over a distance to create movement and are
	Prehistoric Palette	and/or recorders	 Assembling the cushion, 	 Weaving using different 	the Bronze and Silver	used in a range of everyday
	• Experimenting with the	 Most children can complete 	using stitches to join fabrics,	materials.	Challenges. Some will	objects
	pigments in natural products to	the Bronze	leaving space for a seam.	Simple Sewing	complete the Gold if working	Designing a Pneumatic Toy
	make different colours.	and Silver Challenges. Some		Sewing designs using	at greater depth.	• Designing a toy from
	 Identifying which natural 	will complete the Gold if working at greater depth.		running stitch onto a t-shirt to personalise it.	Warm-up GamesCopy back, play, invent	recycled materials which uses
	items make the most successful	Working at greater depth. Warm-up Games	Music: The Dragon Song		rhythmic and melodic	one of three pneumatic
	colours.	• Copy back, play, invent	(At least 1 lesson and		patterns.	systems.
	Painting on the Cave Wall	rhythmic and melodic patterns.	when you have spare	Music Fastival	Playing Instruments	 Developing a design criteria
		Playing Instruments	time)	Music Festival	• Singing in 2 parts.	from a design brief.
		 Singing in unison. 	The Dragon Song	Music Festival		
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• Developing painting skills,	Play instrumental parts		 Perform as part of a group 	Play instrumental parts	Generating suitable ideas
mixing paint to create a range	accurately and in time, as part	Listen and Appraise:	and individually to an	accurately and in time, as	using thumbnail sketches and
of natural colours.	of the performance.	 Identify the instruments 	audience.	part of the performance.	exploded diagrams.
 Experimenting with 	Improvise	/voices: Keyboard, drums,	 Take part in two part 	Improvise	Making Pneumatic Toys
techniques to create different	 Improvise in the lessons and 	bass, a female singer.	harmonies and songs.	 Improvise in the lessons 	 Creating a pneumatic
textures.	as part of the performance.	 Explain how the words of 	 Perform given songs from 	and as part of the	system to achieve a desired
Hands on Cave Wall	Compose	the song tell a story?	memory.	performance.	motion and secure housing
 Collaborating in groups to 	 Compose a simple melody 	Warm-up Games	 Sing expressively to the 	Compose	for the system.
create a large piece of artwork.	using simple rhythms and use it	 Copy back, play, invent 	beat and rhythm.	 Compose a simple melody 	 Knowing that syringes and
 Creating designs using both 	as part of the performance.	rhythmic and melodic		using simple rhythms and use	balloons can be used to
positive and negative	Perform & Share	patterns.		it as part of the performance.	create different types of
impressions and creating	 Children can contribute to 	Playing Instruments		Perform & Share	pneumatic systems.
natural colours using paint.	the performance by singing,	 Play instrumental parts 		 Children can contribute to 	Decorating and Assembling
	playing an instrumental part,	accurately and in time, as		the performance by singing,	my Toy
	improvising or by performing	part of the performance.		playing an instrumental part,	 Selecting materials due to
<mark>Music</mark> : Let Your Spirit Fly	their composition.	Compose		improvising or by performing	their functional and aesthetic
At least 1 lesson and when	 Record the performance and 	 Compose a simple melody. 		their composition.	characteristics.
you have spare time)	discuss their thoughts and			 Record the performance 	 Manipulating them to
Let Your Spirit Fly	feelings towards it afterwards.			and discuss their thoughts	create different effects by
<u>;</u>		RE:		and feelings towards it	cutting, creasing, folding,
Listen & Appraise:		Art: Art & Design Skills:		afterwards.	weaving, etc.
• Identify the piece's structure:	RE:	Shadow puppets: Use			 Testing and finalising ideas
Introduction, verse, chorus.	Art: Formal Elements:	shadow puppets to retell			against design criteria.
• Find the pulse while listening.	Shape: Working with wire:			History:	
Warm-up Games	Create advent picture using	one of the bible stories		Art: Art & Design Skills:	<u></u>
 Copy back, play, invent 	wire to make the parts.	from this term		Learn about Carl Giles:	
rhythmic and melodic patterns.	Formal Elements of Art	Art & Design Skills		Create a cartoon picture	<mark>Music</mark> : Bringing us
Rhythm patterns.	Shape 3: Working with Wire	Design, drawing, craft,		depicting a Roman scene	Together
• C, sometimes with D and	Create and form shapes using	painting and art appreciation		in the style of Carl Giles.	(At least 1 lesson and
reading notes.	soft modelling wire, bending,			-	when you have spare
Playing Instruments	manipulating and joining wire	Craft and Design 3: Shadow		Art & Design Skills	time)
 Play instrumental parts 	to create a desired shape.	Puppets		Design, drawing, craft,	Bringing Us Together
accurately and in time, as part	 Working safely with tools. 	 Designing and creating a 		painting and art appreciation	<u></u>
of the performance.	working safety with tools.	shadow puppet theatre.		Learning AboutCarl Giles	Listen and Appraise:
Compose		Understanding that the		Drawing in a minimalist	• Find the pulse while
 Compose a simple melody. 		features of a shadow puppet		cartoon style, giving each	listening. Some will identify
		are shown through its		character a distinctive	funky rhythms, tempo
Healthy Food Week: DT :		silhouette.		feature to identify them.	changes, dynamics.
Food: Eating Seasonally:				Comparing their work to	Warm-up Games
Where in the world?		RHSE:		that of other artists.	 Copy back, play, invent
Rainbow food		Art: Every Picture Tells A			rhythmic and melodic
		Story: Rembrandt: The			patterns.
Food:		Lost Son: To Analyse and			Playing Instruments
A Balanced Diet		act out a famous painting			Play instrumental parts
A balanced Diet		Every Picture Tells a Story			accurately and in time, as
Where in the World?		Analysing famous artists'			part of the performance.
		work			Compose



• Know that time a feets food growth. • To analyse and act out a fimous painting. • To analyse and act out a fimous painting. • Compose a simple melody is growth rythms. • State a neight his heathy and nutritious using seasonal wegetables. • To analyse and act out a fimous painting. • To analyse and act out a fimous painting. • To analyse and act out a fimous painting. • Compose a simple melody is growth rythms. • Year 4 Music: Mama Mia Mamma Mia Mamma Mia Mamma Mia e deating is specify the foor rule of shading. • Art Act and Design Music: Lean On the first action incoduction, vers. bidge, notwing a different first action is const. Art: Every picture Relia action incoduction, vers. bidge, notwing a stating inconduction relia action incoduction, vers. bidge, notwing a different first incoduction, vers. bidge, notwing a different first incoduction in the process incoduction is first indowt first act in the process incodu							ENDED BY
Year 4 Music: Mama Mia Mama Mia Use 4 Appalae: - Identify the instructures, keybards - Identify the instructures in the outsources of the instructures in		Know that climate affects		• To analyse and act out a			
Vest 4 Music: Mama Mia Mama Mama Mama Mama Mama Mama Ma Mama Mama		food growth.		-			using simple rhythms.
Year 4 Music: Mama Mia Art: Art and Design Music: Lean on Art: Every picture Britis a story Bri		Rainbow Food					
Year 4 Music: Mama Mia Art: Art and Design Music: Lean on Art: Every picture Britis a story Bri		• Create a recipe that is healthy					Art: Formal elements:
Year 4 Music: Mama Mia Mama Ma Art: Art and Design Subject for observation Analysing and as appreciation introduction, verse, bridge, - Verse, bridge, verse, - Verse, bridge, - Verse, bridge, verse, - V							
Year 4 Music: Mama Mis MammaMa Art: Art and Design Subject Structures Introduction, verse, hridge, - verse, hridge, verse, hridge, verse, - verse, hridge, verse, hridge, verse, - verse, hridge, verse,		vegetables.					
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Year 4 Music: Mama Mia Mamma Mia Art: Art and Design Studing of the percent sounds introduction, verse, bridge, or string etc. string of the percent sounds introduction, verse, bridge, or string etc. string of the percent sounds introduction, verse, bridge, or string etc. string of the percent sounds introduction, verse, bridge, or string etc. string as an all dentify the intrometry/orige Keyboard sounds intrafting strings, as Art: Art and Design Kills Music: Lean on Mamma Mia Listen & Appraise: • Identify the intrometry/orige Keyboard sounds intrafting strings, an all dentify the intrometry/orige Keyboard sounds intrafting strings, an all dentify the intrometry/orige Keyboard sounds intrafting strings, and all string and drawing a still intermetry/orige Keyboard sounds intrafting strings, and all string and drawing a still intermetry/orige Keyboard sounds intrafting strings, and all string and drawing a still intermetry/orige Keyboard sounds intrafting strings, and all strings and drawing a still intermetry/orige Keyboard sounds intrafting strings, and all string and art appreciation of the string and drawing a still intermetry/orige Keyboard sounds intrafting strings, and all string and art appreciation of the string and and may and string a string string and acting outer and string and art appreciation of the string and and may and string a string string and acting outer and string and acting a string string and acting a string string and acting outer and string and acting a string string and acting a string string and acting a string string and acting outer and string and acting outer and							
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Year 4Music: Marma Mia Marma Mia Listen & Appraise: I dentify the introduction, verse, bridge, chorus, I dentify the introduction, verse, bridge, chorus, stutumers / volkes, Keyboard sounds initiating strings, all getschemptoties of the objects.Music: Lean on Music: Lean on Music: Lean on MeArt: Every picture tells a story Every Picture Tells a Story Analysing fanous artists' workDT: Electrical Systems: Torches: Electrical Products PavilionsDT: Structures; PavilionsYear 4.Music: Marma Mia Marma Mia Listen & Appraise: I dentify the introduction, verse, bridge, chorus, i dentify the istuments/violes: Keyboar sounds initing strings, all i dentify the istuments/violes: Keyboar sounds initing strings, all dentify the objects.Art: Art and Design string a string trings all istuments/violes: Keyboar sounds initing strings, all ister into werse bridge, chorus, ister into werse bridge, chorus, ister into werse bridge, chorus, ister into werse bridge, chorus, bridge, verse 3, outro.Music: Lean on MeArt: Every picture tells a story Every Picture Tells a story Structure intro, verse 1, ohorus, bridge, verse 3, outro.DT: Electrical Systems: Torches Electrical Products istructures: PavilionsYear 4.Music: Still Life ordice, verse 3, outro.Music: Lean on MeArt: Every picture tells a story structure intro, verse 1, chorus, string and at appreciation outro.DT: Electrical structures istructures. Structures istructures.DT: Structures structures. istring and at appreciation outro.Year 4.Music: Charma Mia structures. structures.Music: Lean on Me <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>							
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Year 4 Music: Mama Mia Mamma Mia Art: Art and Design Skills Music: Lean on Skills Art: Every picture tells a story DT: Electrical Systems: Torches DT: Structures: Systems: Torches Listen & Appraise: • Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. • Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a Art: Art and Design Skills Music: Lean on Me Art: Every picture Lean On Me DT: Electrical Systems: Torches DT: Structures: Systems: Torches Music: Lean on Skills Art: Art and Design Skills Music: Lean on Me Music: Lean on Me Art: Every picture tells a story DT: Electrical Systems: Torches DT: Structures: Pavilions							light and blending tones
Mamma Mia Mamma Mia Mamma Mia Me Stills Me Stills Stills Stills Mamma Mia Me Stills							gradually.
Listen & Appraise: Art & Design Skills Lean On Me Every Picture Tells a Story Systems . Forches Favrities 1 identify the piece's structure: Introduction, verse, bridge, chorus, introduction, verse, bridge, chorus. Drawing: Still Life Listen & Appraise: Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. Drawing: Still Life Listen & Appraise: Identify the piece's structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 2, bridge, chorus, bridge, verse 2, bridge, chorus, bridge, verse 2, bridge, chorus, sketching outlines of the objects. Drawing: still Life Listen & Appraise: Identify the piece's structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. Describing the formal elements within a picture. Describing and acting out a famous painting. Identify the pince's are. Describing and acting out a famous painting. Identify the pince's are. Describing the formal elements within a picture. Identify the pince's are. Describing and acting out a famous painting. Introductions are. Making a variety of different frame structures. 0 locks. I lost a structures. I lost a structures. I lost a structures. It parea Structures. It parea <	Year 4	<mark>Music: Mama Mia</mark>	Art: Art and Design	<mark>Music: Lean on</mark>	Art: Every picture	DT: Electrical	DT: Structures:
Listen & Appraise: • Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. • Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as aArt & Design Skills Design, drawing, craft, painting and art appreciationLean On MeEvery Picture Tells a Story Analysing famous artists' workElectrical Systems Torches:Structure Pavilions0Drawing: Still Life • Arranging and drawing a still- instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as aDrawing: still Life • Arranging symmetry lines and • Identify the instruments/voices: MaleMy Parents • Describing the formal elements within a picture. • Analysing and acting out a famous painting.Electrical Systems Torches:Electrical Systems Torches:• Identify the instruments/voices: MaleDrawing: Still Life • Identify the instruments/voices: MaleDrawing: Still Life • Identify the outro.Ny Parents • Describing the formal elements within a picture. • Analysing and acting out a famous painting.• Learning what electrical conductors and insulators are. • That a battery contains• Making a variety of different frame structures.		<u>Mamma Mia</u>	Skills	Me	tells a story	Systems: Torches	Pavilions
Listen & Apprase.Design, drawing, craft, painting and art appreciationListen & Apprase.Analysing famous artists' workElectrical Products • Identifying electrical product.Structure PavilionsIntro, verse, bridge, chorus.Drawing: Still LifeListen & Appraise: • Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as aDesign, drawing, craft, painting and art appreciationListen & Appraise: • Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, bridge, chorus, bridge, verse 3, outro.My ParentsElectrical Products • Identifying electrical product.Structure Pavilions0Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as aUiting symmetry lines and instruments/voices: MaleIdentify the instruments/voices: MaleMy Parents • Describing the formal elements within a picture. • Analysing and acting out a famous painting.• Learning what electrical conducts • Learning what electrical conducts • Identify the elements within a picture. • Analysing and acting out a famous painting.• Making a variety of different frame structures.						•	
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 Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a I dentify the instruments/voices: Male I dentify the piece's structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. I dentify the piece's structures I dentify the piece's structure: Intro, verse 1, chorus, bridge, verse 3, outro. I dentify the piece's structures I dentify the piece's structures I dentify the piece's structures I dentify the piece's structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. I dentify the piece's structures 				Listen & Annraise		Electrical Products	
Introduction, verse, bridge, chorus.Drawing: Still Lifestructure: Intro, verse 1, chorus, and glockenspiel playing as aMy Parentsproduct.Exploring Frame Structures0Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as aDrawing: Still Lifestructure: Intro, verse 1, chorus, verse 2, bridge, chorus, verse 2, bridge, chorus, bridge, verse 3, outro.My Parents• Describing the formal elements within a picture. • Analysing and acting out a famous painting.• Learning what electrical conductors and insulators are.• Understanding the purpose of world expos and pavilions.• Making a variety of different frame structures.• Identify the instruments/voices: Male• Identify the instruments/voices: Male• The Dance• The Dance							Pavilions
 Arranging and drawing a still- instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a Arranging and drawing a still- instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a Arranging and drawing a still- instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a Arranging and drawing a still- instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a Arranging and drawing a still- instruments/voices: Male Describing the formal elements within a picture. Analysing and acting out a famous painting. Arranging and drawing a still- onductors and insulators are. Making a variety of different frame structures. 			Drawing: Still Life		My Parents		
 International of the image from observation, setching outlines of the objects. If is image from observation, setching outlines of the objects. If image from observation, setching outlines of the objects. If image from observation, setching outlines of the objects. If image from observation, setching outlines of the objects. If image from observation, setching outlines of the objects. If image from observation, setching outlines of the objects. If image from observation, setching outlines of the objects. If image from observation, setching outlines of the objects. If image from observation, setching outlines of the objects. If image from observation, setching outlines of the objects. If image from observation, setching outlines of the objects. If image from observation, setching outlines of the objects. If image from observation, setching outlines of the objects. If image from observation, setching outlines of the objects. If image from observation, setching outlines of the objects. If image from observation, setching outlines of the objects. If image from observation, setching outlines of the objects. If image from observation, setching outlines of the objects. If image from observation, setching outlines of the objects. If image from observation, setching outlines of the objects. If image from observation, setching outlines of the objects. If image from observation, setching outlines of the objects. If image from observation, setching outlines outl					-	•	
sounds imitating strings, a glockenspiel playing as a glockenspiel playing as a stored		-				_	
sounds initiating strings, a glockenspiel playing as a objects. • Identify the famous painting. • That a battery contains • Making a variety of different frame structures.		-		, , ,			
giockenspiel playing as a elising symmetry lines and instruments (voices: Male The Dance stored electricity different frame structures.			_				
The Durice Stored Cleating Symmetry mes and mistramental Voices, while the Durice Stored Cleating Stored Cleat			 Using symmetry lines and 	instruments/voices: Male	The Dance	stored electricity.	
Reyboard, electric guitar, bass, using light medium and dark vocal backing vocal piano • Analysing and finding • Evaluating Torches • Designing a Pavilion							
bass drums organ meaning in a painting • Knowing that different		arums.				-	_
materials can create different				_			materials can create different



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 Find the pulse whilst 	tones to make the drawing look	 Find the pulse whilst 	 Describing the story behind 	 Identifying the features of a 	effects and designing a
listening. Others will identify	3D.	listening and identify tempo	it and the formal elements	torch.	structure that is stable and
changes in tempo, dynamics	Learning Aboutthe Work of A	changes, changes in dynamics	within it.	 Understanding how a torch 	aesthetically pleasing.
and texture.	Curator	and texture	Tables For Ladies	works.	Pavilion Frame
	 Understanding that the role 		 Describing the story behind 	 Identifying what is 	 Building a frame structure,
Musical Activities using glocks	of a curator is to set up and	Musical Activities using	a painting and acting it out.	important in torch design.	selecting appropriate
and/or recorders.	manage collections of works of	glocks and/or recorders.	Children's Games	Torch Design	materials, reinforcing corners
 Most children can complete 	arts within museums and	 Most children can complete 	 Interpreting the meaning 	 Designing a torch, giving 	to strengthen the structure.
the Bronze and Silver	galleries.	the Bronze and Silver	within a painting.	consideration for who the	Pavilion Cladding
Challenges. Some will complete	Painting: Paul Cézanne	Challenges.	 Describing the story that it 	product is for.	 Adding cladding to a frame
the Gold if working at greater	 Painting in the style of the 	Some will complete the Gold	tells.	Torch Assembly	structure, selecting
depth.	artist Paul Cézanne.	if working at greater depth.	Fiona Rae	 Making a torch with a 	appropriate materials and
	 Mixing colours and using the 		 Analysing abstract paintings 	working circuit with a switch,	creating different textural
Warm-up Games	same brush stroke techniques.	Warm-up Games	and describing them and the	using appropriate equipment	effects.
 Copy back, play, invent 	Craft: Soap Sculptures	 Copy back, play, invent 	formal elements within it.	to cut and attach materials.	
rhythmic and melodic patterns.	 Creating a small scale 	rhythmic and melodic		 Assemble a torch according 	
Bronze Challenge: rhythm	sculpture, using tools and	patterns.		to the design and success	Music: Stop
patterns.	hands to carve, model and	Bronze Challenge: rhythm	Music: Music Festival	criteria.	(At least 1 lesson and
Silver Challenge: G, sometimes	refine the sculpture.	patterns.	Music Festival	 Testing and evaluating the 	, when you have spare
A and reading notes. Gold	Design: Willow Pattern	Silver Challenge: F sometimes	<u>intusie restitui</u>	torch.	time)
Challenge: G + A and reading	 Recreating a willow pattern 	G and reading notes.			Stop!
notes.	design to convey aspects of a	Gold Challenge: F + G and	 Perform as part of a group 	Textiles:	<u>51091</u>
	story.	reading notes.	and individually to an	Fastenings	Listen & Appraise:
Using Instruments	 Using undiluted ink to add 		audience.		• Find the pulse whilst
 Singing in unison. 	detail and a water wash to add	Using Instruments	 Take part in two part 	Evaluating Fastenings	listening and identify tempo
 Play instrumental parts 	lighter tones.	 Singing in unison. 	harmonies and songs.	 Identifying and evaluating 	changes, changes in dynamics
accurately and in time, as part	Design: Optical Illusions	 Play instrumental parts 	 Perform given songs from 	different types of fastenings.	and texture
of the performance.	 Learning that lenticular 	accurately and in time, as	memory.	 Articulate the benefits and 	
The easy part: G by ear.	printing gives an optical illusion	part of the performance.	 Sing expressively to the 	disadvantages of each	Warm-up Games
The medium part: G + A by ear	by using two images.	The easy part: C + F by ear.	beat and rhythm.	fastening type.	• Copy back, play, invent
and from notation.	 Creating an image using the 	The medium part: E, F + G by		Designing my Book Sleeve	rhythmic and melodic
	principles of lenticular printing.	ear and from notation.		 Designing a product to 	patterns.
Improvise			RE:	meet a design criteria which	P
 Improvise in the lessons and 		Improvise	Art: Sculpture: Create a	includes a fastening.	Compose
as part of the performance.	<mark>Music</mark> : Glocks 2	Improvise in the lessons	sculpture to reflect the	Paper Mock-up and	Compose own rapped lyrics
Bronze Challenge: G.	(At least 1 lesson and when	and as part of the	suffering of Jesus in the	Preparing Fabric	about bullying or another
Silver Challenge: G and	you have spare time)	performance.	style of either,	 Making and testing a paper 	topic or theme decided as a
sometimes A. Gold Challenge:	Glockenspiel Stage 2	Bronze Challenge: F.	Arcimboldo, Sokari	template.	class.
G + A.		Silver Challenge: F and	Douglas Camp or El	Assembling my Book Sleeve	
	Musical Activities using glocks	sometimes G. Gold		• To assemble the book	Science:
Compose	 Revise, play and read the 	Challenge: F + G.	Anatsui.	jacket, joining the fabric by	Art: Sculpture: Make
• Compose a simple melody	notes C, D, E, F + G.	Commons	<u>Sculpture</u> Working with recycled	sewing and adhering to the	musical instruments from
using simple rhythms and use it	Learn to play these tunes:	Compose	materials	design criteria.	recycled materials.
as part of the performance.	 Mardi Gras Groovin' 	 Compose a simple melody 	materials	<u></u>	
Using the notes: G, A + B.	- Two-Way Radio	using simple rhythms and use	Arcimboldo		<u>Sculpture</u> Working with regulad
Using the notes: G, A, B, D + E (pentatonic scale).	- Flea Fly	it as part of the performance. Using the notes: F, G + A.	Arcinibolido	Music: Blackbird	Working with recycled materials
(pentatonic scale).	- Rigadoon	Using the hotes. F, G + A.			materials



	- Mamma Mia	Using the notes: C, D, F, G +	 Creating a collage in the 	(At least 1 lesson and	
Perform & Share	Revisit these tunes from Stage	Α.	style of the artist Arcimboldo.	when you have spare	Making Maracas from
 Children can contribute to 	1:		 Creating a collage of 	time)	Recycled Materials
the performance by singing,	- Portsmouth	Perform & Share	contrasting images.	Blackbird	Creating a musical
playing an instrumental part,	- Strictly D	Children contribute to the	Sokari Douglas Camp	Blackbird	instrument from recycled
improvising or by performing	- Play Your Music	performance by singing,	• Creating a sculpture in the		materials.
their composition.	- Drive	playing an instrumental part,	style of sculptor Sokari	Listen & Appraise:	Making Drums from
 Record the performance and 	• Compose using the notes C,	improvising or by performing	Douglas Camp.	• Identify the themes:	Recycled Materials
discuss their thoughts and	D, E, $F + G$.	their composition.	El Anatsui	Equality, civil rights.	Decorating musical
feelings towards it afterwards.	0, 2, 1 1 0.	Record the performance	• Creating a sculpture in the	Identify instruments	instruments from recycled
Did they enjoy it? What went		and discuss their thoughts	style of El Anatsui, from	/voices: Solo male vocals in	materials.
		•	reused materials.	the verses, another male	
well? What could have been		and feelings towards it	reused materials.	vocal in the choruses,	Drawing recognisable
better?		afterwards. Did they enjoy it?		acoustic guitar, percussion,	musical notes and symbols
<u></u>		What went well? What could		birdsong.	and using wax resist to create
		have been better?			a pattern.
Healthy Food Week: <mark>DT</mark> :		·····		Warm-up Games	
Adapting a recipe				• Copy back, play, invent	
Food		RE:		rhythmic and melodic	
Adapting a Recipe		Art: Formal Elements:		patterns.	
Adapting a Necipe		Texture: Charcoal mark		Using Instruments	
Following a Pasino		making: Create religious		Play instrumental parts	
Following a Recipe				accurately and in time, as	
• Evaluating a product, giving		words and phrases in		part of the performance.	
consideration to: taste, smell,		abstract way.		The easy part $C + G$ by ear.	
texture, appearance, packaging		Formal Elements of Art		The medium part: G, A, B +C	
target audience.		Texture and pattern		from notation.	
 Following a recipe to make a 				nom notation.	
biscuit.		Texture: Charcoal Mark		Commence	
Testing Ingredients		Making		Compose	
 Evaluating and comparing a 		 Experimenting with 		Compose a simple melody	
range of biscuit prototypes.		charcoal to create different		using simple rhythms and use	
Final Design and Budget		textures and effects to		it as part of the performance.	
 Working within a group to 		express the meaning of		Using the notes: C, D + E.	
design a biscuit to a given		words and phrases in an		Using the notes: C, D, E, G + A	
budget, taking into		abstract way.		(pentatonic scale).	
consideration biscuits tasted					
and the successes of the				Science:	
prototypes made.				Art: Formal Elements:	
Biscuit Bake Off				Texture and Pattern: Use	
 Making a biscuit that meets a 					
given design brief, working				clay and printing to make	
within the specified budget.				a volcano to then use the	
 Creating suitable packaging 				volcano experiment	
for the product.				Formal Elements of Art	
				Texture and pattern	
<mark>Art Display:</mark> Formal				Texture and Pattern	
Elements: Lesson on				 Playdough Printing. 	



Printing and then fl of life to put over printing. Pattern 1: Stamp Printi • Making a stamp using geometric and mathem shapes and creating rep and symmetrical patter	ng atical eating			 Creating patterns using a playdough printing block. Pattern 1: Stamp Printing Making a stamp using geometric and mathematical shapes and creating repeating and symmetrical patterns with it.
it. Pattern 2: Reflection ar Symmetry • Applying mathematicate techniques of reflection symmetry to create a flip pattern. Pattern 3: Flower of Liff • Creating a geometric using a compass	al and p e pattern			
Year 5 Art: Every picture tells a story Every Picture Tells a Analysing famous artiss Clacton Pigeon Mural – • Evaluating and analys creative work, understa that art can have both r and message. Inspired by Rorschach • Using materials to crea symmetrical, abstract in Emojis • Using symbols to crea meaningful message. L.S.Lowry Factory paint • Evaluating and analys picture, demonstrating meaning through drama comparing its events to news. Magdalene Odundo • Developing ideas for 5 through 2D sketching an drawing, exploring shap form.	Story ts' work(link to RE to make as Christmas cards)Banksy ing nding neaningElectrical Systems: Electronic Greetings CardsBanksy ing nding neaningGraphite Circuits • Understanding that circuits are made up of different electronic components, naming graphite is a conductor within a working circuit.ate a nage.Oraphite Circuits • Understanding that circuits are made up of different electronic components, naming graphite is a conductor within a working circuit.te aDesigning an electronic card with a working circuit, labelling the LEDs with positive and negative legs.tis a and currentMaking the Card • Creating a greetings card, following a design and mapping out where different components of the circuit will go.BD work ndAdding the Circuit	Skills Art & Design Skills Design, drawing, craft, painting and art appreciation Learning AboutHow Artists Work • Using imagination and visualisation to create an original piece of artwork. Drawing: Picture the Poet • Creating a continuous line portrait drawing, adding text to it and varying the size of the letters for artistic effect. Drawing 1: Packaging • Collage 1 • Planning and creating a collage then drawing and colouring it from observation.	DT: Textiles <u>Textiles:</u> Stuffed Toys Designing a Stuffed Toy • Designing a stuffed toy, making a proportional paper template. Blanket Stitch • Using a blanket stitch to join two pieces of fabric, cutting neatly and accurately and threading a needle. Details and Appendages • Creating and adding decorations to fabric, using applique to attach pieces of fabric decoration and stitches to decorate fabric. Assembly • Using a blanket stitch to assemble the components of the toy, stuffing the toy and evaluating the end product. <u>Music</u> : Trumpet Lessons	Due to having Trumpets every week and therefore less time to complete art/DT in the half term, so these two terms are for Y5 to finish any Art/DT projects that have carried over terms. If possible do: Art: Design for a Purpose Music: Trumpet Lessons <u>Trumpets</u> • Learn to play an instrument and play in an ensemble. • Explore and develop their knowledge of musical concepts. (musical elements) • Learn how to improvise and compose. • Learn to appraise their own work and that of others. • Learn and develop a basic knowledge of their chosen instrument and that of others. • Produce a quality sound. • Develop their range and rhythmic ability on their instrument. • Develop their singing voices through singing varied songs/styles. • Use technology to aid their musical development (where available/applicable).



<u></u>	card, laying copper tape down	without leaving brush marks	Trumpets	Learn to recognize different styles of music and their
	in straight lines, ensuring	or gaps.	• Learn to play an	era.
Healthy Food Week: <mark>DT</mark> :	corners are not broken and	Drawing: A Walking Line	instrument and play in an	• Learn how to prepare for and participate in
What could be healthier?	that the legs of the LED are the	 Developing observational 	ensemble.	performances.
Food	correct way round for the	drawing skills, creating a	• Explore and develop	• Learn how to make their own musical decisions either
What could be healthier?	circuit to work.	continuous line drawing,	their knowledge of	in class or at home.
	<u></u>	using a pencil with fine	musical concepts. (musical	• Experienced professional level concert (Halle).
What does healthy look like?		control to create detail and	elements)	
 Understand the term 	Music: Trumpet Lessons	adding tonal graduation. Design: Little Inventors	Learn how to improvise	Art: Design for a Purpose
'healthy'	Trumpets	Designing a new invention		Design for a Purpose
 Following a recipe to make a 	 Learn to play an 	for a set purpose,	and compose.	A coat of arms, a brand name and an advert
biscuit.	instrument and play in an	brainstorming ideas,	• Learn to appraise their	A coat of arms, a brand name and an advert
Adapt and improve a recipe	ensemble.	developing and	own work and that of	Coat of Arms
Adapt a traditional recipe	• Explore and develop their	communicating these	others.	Understanding how visual language can be used to
What a tasty, healthy bolognaise!	knowledge of musical	through notes and drawings	Learn and develop a	communicate personality and interests.
Complete a food product	concepts. (musical	then selecting one idea and	basic knowledge of their	Designing Spaces
	elements)	drawing and annotating it in	chosen instrument and	Working collaboratively to a specific design brief, learning
Music: Trumpet Lessons	• Learn how to improvise	full.	that of others.	that designers start with ideas and rough drawings before
	and compose.	<u></u>	 Produce a quality sound. 	finalising their designs.
Trumpets	Learn to appraise their		 Develop their range and 	Changing Spaces
• Learn to play an	own work and that of	Music <mark>: Trumpet Lessons</mark>	rhythmic ability on their	• Working collaboratively to a specific design brief, presenting
instrument and play in an	others.	<u>Trumpets</u>	instrument.	ideas and designs clearly in a visual format, reviewing and
ensemble.	Learn and develop a basic	 Learn to play an 	 Develop their singing 	modifying them as they work.
• Explore and develop their	knowledge of their chosen	instrument and play in an	voices through singing	What's in a Name?Working in a team to design a product, learning how
knowledge of musical	instrument and that of	ensemble.	varied songs/styles.	advertising, names, USPs (unique selling points) and packaging
concepts. (musical		• Explore and develop	 Use technology to aid 	help to sell a product and to give it an identity.
elements)	others.	their knowledge of	their musical development	Adverts
 Learn how to improvise 	Produce a quality sound.	musical concepts. (musical	(where	• Working in a team to create and 'sell' a product idea to a
and compose.	• Develop their range and	elements)	available/applicable).	client.
 Learn to appraise their 	rhythmic ability on their	Learn how to improvise	Learn to recognize	
own work and that of	instrument.	and compose.	different styles of music	DT: Digital World
others.	 Develop their singing 	Learn to appraise their	and their era.	Digital World
 Learn and develop a basic 	voices through singing	own work and that of	Learn how to prepare for	Monitoring Devices
knowledge of their chosen	varied songs/styles.	others.	and participate in	
instrument and that of	 Use technology to aid 		performances.	Monitoring Devices
others.	their musical development	Learn and develop a	Learn how to make their	Carry out research to develop design criteria
• Produce a quality sound.	(where	basic knowledge of their	own musical decisions	Programming an animal monitor
• Develop their range and	available/applicable).	chosen instrument and	either in class or at home.	Write a program to monitor the ambient temperature including an alart
rhythmic ability on their	 Learn to recognize 	that of others.		including an alert. Plastic
instrument.	different styles of music and	• Produce a quality sound.		Generate creative and unique micro:bit case, stand and/or
Develop their singing	their era.	 Develop their range and 		housing ideas.
voices through singing	• Learn how to prepare for	rhythmic ability on their		3D CAD skills.
varied songs/styles.	and participate in	instrument.		Learn about and practise 3D CAD skills.
varieu songs/ styles.	performances.			
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• Use technology to aid their musical development (where available/applicable).• Learn how to make their own musical decisions either in class or at home. • Use technology to aid their musical development• Develop their singing voices through singing varied songs/styles. • Use technology to aid their musical development	
(where available/applicable).either in class or at home. use technology to aidvaried songs/styles. • Use technology to aid	
(where available/applicable).either in class or at home. use technology to aidvaried songs/styles. • Use technology to aid	
available/applicable). • Use technology to aid	
different styles of music and (where	
their era. available/applicable).	
Learn how to prepare for • Learn to recognize	
and participate in different styles of music	
performances. and their era.	
Learn how to make their Learn how to prepare	
own musical decisions for and participate in	
either in class or at home. performances.	
Learn how to make their	
own musical decisions	
either in class or at home.	
Year 6 Music: Happy Art: Still Life DT: Digital World: Art: Photography Music: Reflect,	DT: Mechanical
Happy Still Life Navigating the Rewind and	Systems
Example theme: Memory Box	-
Listen & Appraise: WOrld photography and self- Replay	Mechanical systems:
Describe the style indicators Still Life Composition Digital World: portrait Reflect, Rewind and Replay	Automata Toys
of the song/ music. • Sketch ideas for a still life Navigating the World	
Describe the structure of the study, focussing on form and Photomontage Listen & Appraise:	Making the Frame
song. layout. Navigating the World • Create a photomontage • Identify the piece's	Measure, mark and check
Identify the instruments Charcoal Still Life Write a design brief and image by selecting images structure: Piano intro, verse	the accuracy of the jelutong
/voices they can hear. • Draw a still life study in criteria based on a client and creating a composition 1, verse 2, chorus, verse 3,	and dowel pieces required.
• Talk about the musical charcoal, creating clear lines request from them. interlude, chorus, verse 4	• Use wood work tools safely.
dimensions used in the song. and shapes and showing light Programming a navigation Truisms with tag ending	Measure and cut the
Musical Activities using glocks and shadow. tool • Use text and images • Identify the instruments/	required card components
and/or recorders Negative Medium Still Life • Write a program to include together to create voices in a piece of music	accurately.
Most children can complete Oraw using a negative multiple functions as part of meaningful and powerful Musical Activities using	 Assembling the Frame Cut and assemble the
the Bronze and Silver medium, picking out areas of a navigation device. photo posters. glocks and/or recorders	components to make a
Challenges. Some will complete light and shadow. Product concept Photography Warm-up games	frame.
the Gold if working at greater Life in Colour • Develop a sustainable • Create abstract art through • Find the pulse whilst	Secure the joints of the
depth. • Paint a still life study in concept photography, taking listening.	frame at right angles.
Warm-up Games colour, focussing on: form, line 3D CAD models photographs with care and Playing Instruments	Use a glue gun safely.
Rhythm and Pitch Copy Back. and layout, mixing colours to Develop 3D CAD skills to choice. Understand the language of the second sec	f Experimenting with Cams
Question and Answer. create a desired hue and produce a virtual model Make decisions about music	Undertake research to
Playing Instruments mixing darker and lighter Product pitch cropping, editing and • Play instrumental parts	inform the design of the
Singing in two parts. tones. tones. • Present a pitch to 'sell' the presentation of images. accurately and in time as parts.	t window display.
Play instrumental parts Making a Memory Box product to a specified client. Learn the terms: macro, of the performance.	 Explore cams and
accurately and in time as • Create a box to showcase and monochromatic. The easy part: D + A by ear.	understand that different
part of the performance. work, representing ideas Self-Portraits The medium part: G + A by	shaped cams produce
Improvise graphically, combining words Music: A New Year Carol ear.	shaped carris produce
and graphics.	



• Improvise in the lessons and		(At least 1 lesson and	Create a continuous line	Improvise in the lessons	different follower
as part of the performance.		when you have spare	self portrait drawing from a	and as part of the	movements.
Compose	Music: Classroom Jazz	time)	photograph.	performance.	Finishing Touches
 Compose a melody using 	(At least 1 lesson and when	A New Year Carol	Expression	Compose	 Make and assemble a
simple rhythms and use as part	you have spare time)	<u>Articur rear earon</u>	 Replicate the mood and 	 Compose a melody using 	window display, focusing on
of the performance.	<u>Classroom Jazz 2</u>	Listen & Appraise: A New	expression of a painting	simple rhythms and use as	the decorative elements.
Perform & Share		Year Carol (The music of	through photography.	part of the performance.	
 Children can contribute to 	Listen & Appraise: Bacharach	Benjamin Britten)		Perform & Share	
the performance by singing,	Anorak and Meet The Blues	• Describe the style		 Children can contribute to 	Music: End of Year
playing an instrumental part,	• Describe the style indicators	indicators of the song/ music.	Music: You've Got a Friend	the performance by singing,	Performance
improvising or by performing	of the song /music.	• Describe the structure of	(At least 1 lesson and	playing an instrumental part,	
their composition.	 Describe the structure of the 	the song.	when you have spare	improvising or by performing	Spanish:
 Record the performance and 	song.	 Identify the instruments 	time)	their composition.	Art: Art and Design:
discuss their thoughts and	 Identify the instruments 	/voices they can hear.	,	 Record the performance 	
feelings towards it afterwards.	/voices they can hear.	• Talk about the musical	You've Got A Friend	and discuss their thoughts	Learning aboutthe
	• Talk about the musical	dimensions used in the song.	Listen & Appraise: You've	and feelings towards it	work of Salvador Dali.
	dimensions used in the songs.	 Describe the mood and 	Got A Friend (The music of	afterwards.	Art & Design Skills
Healthy Food Week: <mark>DT :</mark>	Musical Activities using glocks	story told?	Carole King)		Design, drawing, craft,
Adapt Come Dine with Me	and/or recorders	Musical Activities using	• Describe the style		painting and art appreciation
to fir round Healthy Food	Playing Instruments	glocks and/or recorders.	indicators of the song/ music.	RE:	
•	Play instrumental parts with	Warm-up Games	 Describe the structure of 	Art: Art & Design Skills:	Learning Aboutthe work of
Week.	the music by ear using the	• Pulse, rhythm and pitch	the song.	Impressionism: Paint a	Salvador Dali
Food:	notes C, D, E, F, G, A, B + C. And	games:	 Talk about the musical 	picture depicting the	Analyse and evaluate
Come Dine with Me	C, Bb, G, F + C (Meet The	Playing Instruments	dimensions used in the song.		artwork, specially: 'saying
	Blues).	• Sing the song in its original	Musical Activities using	transforming spirit in the	what you see', techniques
Three Ingredients; Three	,	style and the Urban Gospel	glocks and/or recorders	style of impressionist	used, form and shape, colour
Courses		version.	Warm-up games	painters.	and light and its title.
• Design a three course meal			Rhythm and Pitch Copy		
To Start		Geography	Back.	Art & Design Skills	
Safely prepare a meal following a regime		Art: Make My Voice	Question and Answer.	Painting: Impressionism	
following a recipe.		Heard: Guernica 1: Pablo	Playing Instruments	Research and adopt the	
Contribute a recipe to a class			Play instrumental parts	style of impressionist	
cookbook using imperative verbs, adjectives and		Picasso: Design a poster	accurately and in time	painters.	
illustrations.		about Protecting the	as part of the performance.		
The Main Course		Environment in the style	Improvise		
Safely prepare a meal		of Picasso.	Improvise in the lessons		
following a recipe.		Make My Voice Heard	and as part of the		
Contribute a recipe to a class		Messaging in drawing,	performance.		
cookbook using imperative		painting and sculpture			
verbs, adjectives and			History:		
illustrations.		Guernica 1 - Pablo Picasso	Art: Make My Voice		
Dessert		Plan and create a drawn	Heard: Clay Sculpture:		
Safely prepare a meal		composition in the style of			
following a recipe.		Picasso's 'Guernica' by: using	Make a clay sculpture of a		
• Contribute a recipe to a class		symbols to convey a message	Roman Head.		
cookbook using imperative		and considering where the	Art: Art & Design Skills:		
		tones of black, grey and	Zentangle Printing: Create		



verbs, adjectives and illustrations. white are used to create effect. a repeated pattern onto` tile to display the Roman Head on. Art Display Make my voice heard Lesson 2: self portrait in style of Kathe Kollwitz Make My Voice Heard Messaging in drawing, painting and sculpture • Draw emotions through a series of lines to create a simple portrait for a face, using Clay Sculpture head from clay using sculpting tools.	
Art Display: Make my Make to display the Roman voice heard Make My Voice Heard Lesson 2: self portrait in Make My Voice Heard style of Kathe Kollwitz Make Kollwitz Kathe Kollwitz Clay Sculpture • Draw emotions through a series of lines to create a simple portrait for a face using e. Create a sculpture of a head from clay using sculpting tools.	
Art Display: Make my Make My Voice Heard voice heard Messaging in drawing, Lesson 2: self portrait in messaging and sculpture style of Kathe Kollwitz Clay Sculpture Kathe Kollwitz • Create a sculpture of a • Draw emotions through a series of lines to create a series of lines to create a simple portrait for a face using sculpting tools.	
charcoal to add shadows. Charcoal to add shadows. Charcoal to add shadows. Charcoal to add shadows. Charcoal to add shadows. Design, drawing, craft, painting and art appreciation Craft: Zentangle Printing • Create a repeated pattern through printing. • Transferring a zentangle pattern onto a tile. • Create a reverse system where imprinted lines become white and the background the colour of the ink used	