

Respect. Confidence. Support. Friendship. Kindness. Being Safe. Honesty. Happiness

Richmond Hill Primary School



‘Our children are at the heart of everything we do.’

Key Stage 1 Curriculum Overview

Respect. Confidence. Support. Friendship. Kindness. Being Safe. Honesty. Happiness

English at Richmond Hill School 2025 - 2026		
	Year 1	Year 2
Autumn	<ul style="list-style-type: none"> • Fiction: Narrative – Lubna and Pebble • Non-Fiction: Postcards – Yeti and the Bird • Fiction: Narrative – Beegu • Non-Fiction: Letter – Letter to Santa 	<ul style="list-style-type: none"> • Fiction: Narrative – Goldilocks • Non-Fiction: Information booklets – The Great Fire of London • Fiction: Sequel stories – Me and You • Non-Fiction: Information leaflet – Dear Earth
Spring	<ul style="list-style-type: none"> • Fiction: Narrative – Cave Baby • Non-Fiction: Non-Chronological reports – Naughty Bus • Fiction: Story sequels – I Want My Hat Back • Non-Fiction: Posters – Send for a Superhero 	<ul style="list-style-type: none"> • Fiction: Sequel stories – Jim and the Beanstalk • Non-Fiction: Persuasive letters – The Journey Home • Fiction: Narrative – Tadpole’s Promise • Non-Fiction: Reports – House Held up by Trees
Summer	<ul style="list-style-type: none"> • Fiction: Narrative – Dadaji’s Paintbrush • Non-Fiction: Fact files – Iggy Peck, Architect • Fiction: Narratives – Stanley’s Stick • Non-Fiction: Diary entries – The Sea Saw 	<ul style="list-style-type: none"> • Fiction: Narrative – Last Stop on Market Street • Non-Fiction: Non-Chronological reports – We are Water Protectors • Fiction: Narrative – Rabbit & Bear • Non-Fiction: Non-Chronological leaflets - Wolves

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Maths at Richmond Hill School 2025 - 2026		
	Year 1	Year 2
Autumn	<ul style="list-style-type: none">• Place Value• Addition & Subtraction• Shape	<ul style="list-style-type: none">• Place Value• Addition & Subtraction• Shape
Spring	<ul style="list-style-type: none">• Place Value• Addition & Subtraction• Place Value• Length & Height• Mass & Volume	<ul style="list-style-type: none">• Money• Multiplication & Division• Length & Height• Mass, Capacity & Temperature
Summer	<ul style="list-style-type: none">• Multiplication & Division• Fractions• Position & Direction• Place Value• Money• Time	<ul style="list-style-type: none">• Fractions• Time• Statistics• Position & Direction

Science at Richmond Hill School 2025 - 2026

	Year 1	Year 2
Autumn	<p>Everyday materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name different materials describe the simple properties of everyday materials compare and group together a variety of materials based on their properties <p>Investigating science through stories</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees identify and name animals including fish, amphibians, reptiles, birds and mammals identify and name animals that are carnivores, herbivores and omnivores 	<p>Making connections: Plant-based materials</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive find out and describe how plants need water, light and a suitable temperature to grow and stay healthy identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses <p>Materials: Use of everyday materials</p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
Spring	<p>Comparing animals</p> <ul style="list-style-type: none"> identify and name animals including fish, amphibians, reptiles, birds and mammals identify and name animals that are carnivores, herbivores and omnivores describe and compare the structure of animals <p>Introduction to plants</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees 	<p>Plant growth</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p>Animals: life cycles and health</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
Summer	<p>Animals: Sensitive bodies</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Forces & Space: Seasonal Changes</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies 	<p>Living things: habitats & microhabitats</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Computing at Richmond Hill School 2025 - 2026		
	Year 1	Year 2
Autumn	<p>Online Safety</p> <ul style="list-style-type: none"> learning how to stay safe online and how to manage feelings and emotions when someone or something has upset us <p>Computing systems and networks – Improving mouse skills</p> <ul style="list-style-type: none"> learning how to login and navigate around a computer; developing mouse skills; learning how to drag, drop, click and control a cursor to create works of art 	<p>Online safety</p> <ul style="list-style-type: none"> learning: how to keep information safe and private online; who we should ask before sharing things online and how to give, or deny permission online <p>Computing systems and networks – What is a computer?</p> <ul style="list-style-type: none"> exploring what a computer is by identifying how inputs and outputs work and how computers are used in the wider world to design their own computerised invention
Spring	<p>Programming 1 – Algorithms unplugged</p> <ul style="list-style-type: none"> algorithms, decomposition and debugging are made relatable to familiar contexts, following directions, learning why instructions need to be specific <p>Creating Media – Digital Imagery</p> <ul style="list-style-type: none"> taking and editing photos, searching for and adding images to a project 	<p>Programming 1 – Algorithms and debugging</p> <ul style="list-style-type: none"> developing an understanding of; what algorithms are, how to program them and how they can be developed to be more efficient, introduction of loops <p>Data handling – International Space Station</p> <ul style="list-style-type: none"> learning how data is collected, used and displayed and the scientific learning of the conditions needed for plants and humans, to survive
Summer	<p>Programming 2 – Bee-Bots</p> <ul style="list-style-type: none"> introducing programming through the use of a Bee-Bot and exploring its functions <p>Skills showcase – Rocket to the moon</p> <ul style="list-style-type: none"> developing keyboard and mouse skills through designing, building and testing. Creating a digital list of materials, using drawing software and recording data 	<p>Programming 2 – Scratch</p> <ul style="list-style-type: none"> exploring what ‘blocks’ do’ by carrying out an informative cycle of predict > test > review. Programming a familiar story and make a musical instrument <p>Computing systems and networks – Word Processing</p> <ul style="list-style-type: none"> developing touch typing skills, learning keyboard shortcuts and simple editing tools

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History at Richmond Hill School 2025 - 2026		
	Year 1	Year 2
Autumn	<p>How have toys changed?</p> <ul style="list-style-type: none"> recognise the distinction between past and present (within the context of their own life). order and sequence some familiar events and objects. identify some similarities and differences between ways of life at different times use sources to answer and ask simple questions about the past. identify some of the basic ways in which the past can be represented. 	<p>Great Fire of London –</p> <ul style="list-style-type: none"> understand why events happened and what happened as a result. choose parts of stories and other sources to show what they know about significant people and events. demonstrate simple historical concepts and events through role-play, drawing and writing. use a variety of simple historical terms and concepts.
Spring	<p>How have explorers changed the world?</p> <ul style="list-style-type: none"> identify some similarities and differences between ways of life at different times use some everyday terms about the passing of time such as 'a long time ago' and 'before'. retell some events from beyond their living memory which are significant nationally or globally. describe some changes within their living memory (including aspects of national life where appropriate). identify some of the basic ways in which the past can be represented. describe special or significant events. retell simple stories or events from the past using simple Historical vocabulary. use simple historical terms. 	<p>Florence Nightingale –</p> <ul style="list-style-type: none"> demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. develop awareness of significant historical events, people and places in their own locality. recognise some basic reasons why people in the past acted as they did. talk about what/who was significant in simple historical accounts.
Summer	<p>Castles -</p> <ul style="list-style-type: none"> describe special or significant events. retell simple stories or events from the past using simple Historical vocabulary. use simple historical terms. make simple observations about different people, events, beliefs and communities. use sources to answer and ask simple questions about the past. identify some of the basic ways in which the past can be represented. choose parts of stories and other sources to show what they know about the past. 	<p>Seaside holidays in the past –</p> <ul style="list-style-type: none"> order and sequence events and objects – closer in time using a reference book. recognise that their own lives are similar and/or different from the lives of people in the past. use common words and phrases concerned with the passing of time. ask and answer questions about the past through observing and handling a range of sources – asking why/what/who/how/where questions to find answers. consider why things may change over time. recognise some basic

Geography at Richmond Hill School 2025 - 2026		
	Year 1	Year 2
Autumn	<p>Where do I live?</p> <ul style="list-style-type: none"> • locating where they live on an aerial photograph • recognise local features. • create maps using classroom objects before drawing simple maps of the school grounds. • use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground. 	<p>Why is our world wonderful? –</p> <ul style="list-style-type: none"> • identify features and major characteristics of the UK before learning about some of the amazing places in the world. • name the oceans and locating these on a world map • consider what is unique about the natural habitats in their locality and using fieldwork to investigate and present this
Spring	<p>Around the world</p> <ul style="list-style-type: none"> • using a world map, children start recognising continents, oceans and countries outside the UK • identify physical features of different countries using aerial photographs and maps before identifying human features, through exploring land-use • compare features to those in the local area and a different country • make a simple map using data collected through fieldwork 	<p>At the farm –</p> <ul style="list-style-type: none"> • pupils study a small area in the U.K and in a non-European country and are able to identify similarities and differences in human and physical geography • pupils can use a range of basic geographical vocabulary to refer to human features • pupils can use a range of basic geographical vocabulary to refer to physical features
Summer	<p>What is the weather like in the UK? -</p> <ul style="list-style-type: none"> • study the countries and cities that make up the UK • discuss the four seasons and their associated weather • consider how we change our behaviour in response to different weather and keep a weather diary or record • investigate the UK’s hot and cold places using weather maps with a simple key. 	<p>What is it like to live near the coast? –</p> <ul style="list-style-type: none"> • pupils can use maps, atlases and globes with increasing confidence to identify studied regions • pupils can use simple compass directions • pupils can recognise landmarks • learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism • pupils can name and locate five of the seven continents of the world • pupils can name and locate four of the five oceans of the world • pupils can name and locate the four countries of the United Kingdom • pupils can name the four capital cities of the United Kingdom

Art at Richmond Hill School 2025 - 2026		
	Year 1	Year 2
Autumn	<p>Drawing – make your mark</p> <ul style="list-style-type: none"> • develop observational drawing skills when exploring mark-making • use a range of tools, investigating how texture can be created in drawings • apply their skills to a collaborative piece using music as a stimulus and investigate artist Zaria Forman 	<p>Craft and design – map it out –</p> <ul style="list-style-type: none"> • respond to a design brief, children create a piece of art that represents their local area using a map as their stimulus • learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief
Spring	<p>Painting</p> <ul style="list-style-type: none"> • exploring colour mixing through paint play • use a range of tools and work on different surfaces • create paintings inspired by Clarice Cliff 	<p>Drawing – Tell a story –</p> <ul style="list-style-type: none"> • using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings <p>Sculpture and 3D -</p> <ul style="list-style-type: none"> • develop ability to work with clay • learn how to create simple thumb pots then explore the work of sculptor Andy Goldsworthy • apply techniques such as cutting, shaping, joining and impressing into clay
Summer	<p>Sculpture and 3D: Paper Play</p> <ul style="list-style-type: none"> • create simple three-dimensional shapes and structures using familiar materials • develop skills in manipulating paper and card • fold, roll and scrunch materials to make their own sculpture <p>Craft & design: Woven Wonders</p> <ul style="list-style-type: none"> • learn fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Judith Scott 	<p>Painting and mixed media – life in colour –</p> <ul style="list-style-type: none"> • taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing • create textures in paint using different tools • create their own painted paper in the style of Bearden and use it in a collage

Design Technology at Richmond Hill School 2025 - 2026		
	Year 1	Year 2
Autumn	<p>Mechanisms – wheels & axles</p> <ul style="list-style-type: none"> develop how to use scissors to cut straight and rounded edges develop an understanding of how wheels, axles and axle holders work and problem-solve to improve their original wheels design and build pull-along toys and evaluate them against design criteria <p>Puppets</p> <ul style="list-style-type: none"> explore different ways of joining fabrics creating hand puppets based on a Christmas theme develop technical skills of cutting, glueing, stapling and pinning 	<p>Structures – Baby bear’s chair –</p> <ul style="list-style-type: none"> explore different shapes and materials design a chair, considering with criteria <p>Textiles</p> <ul style="list-style-type: none"> introduction to sewing make own template, accurately cut fabric and sew a basic running stitch
Spring	<p>Mechanisms – Making a moving story book</p> <ul style="list-style-type: none"> experiment with sliders before planning and making three pages of a moving story book drawing the page backgrounds, creating the moving parts and assembling it 	<p>Cooking & Nutrition – A balanced diet</p> <ul style="list-style-type: none"> explore and learn what forms a balanced diet taste test ingredient combinations from different food groups design a wrap which includes a healthy mix of protein, vegetables and dairy
Summer	<p>Cooking & Nutrition – Smoothies</p> <ul style="list-style-type: none"> handle and explore fruits and vegetables learn how to identify fruit, before taste testing to establish chosen ingredients for a smoothie they will make, with accompanying packaging <p>Structures – constructing a windmill</p> <ul style="list-style-type: none"> develop an understanding of different types of windmill, how they work and their key features use technical skills such as making evenly spaced cuts and adding weight to ensure a successful structure 	<p>Mechanisms – Making a moving monster –</p> <ul style="list-style-type: none"> learn the terms: pivot, lever and linkage design a monster that will move using a linkage mechanism practise making linkages experiment with various materials to bring monsters to life

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Personal, Social and Health Education at Richmond Hill School 2025 - 2026

	Year 1	Year 2
Autumn	<p>Being Me in the World</p> <ul style="list-style-type: none"> feeling special and safe being part of a class rights and responsibilities rewards and feeling proud consequences owning the Learning Charter <p>Celebrating Difference</p> <ul style="list-style-type: none"> similarities and differences understanding bullying and knowing how to deal with it making new friends celebrating difference in everyone 	<p>Being Me in the World</p> <ul style="list-style-type: none"> hopes and fears for the year rights and responsibilities rewards and consequences safe and fair learning environment valuing contributions choices and recognising feelings <p>Celebrating Difference</p> <ul style="list-style-type: none"> assumptions and stereotypes about gender understanding bullying and standing up for myself and others making new friends Gender diversity and celebrating difference and remaining friends
Spring	<p>Dreams and Goals</p> <ul style="list-style-type: none"> setting goals identifying successes and achievements learning styles working well and celebrating achievements with a partner tackling new challenges identifying and overcoming obstacles feeling of success <p>Healthy Me</p> <ul style="list-style-type: none"> keeping myself healthy healthier lifestyle choices keeping clean being safe medicine safety/ safety with household items road safety linking health and happiness 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> achieving realistic goals perseverance learning strengths learning with others group co-operation contributing to and sharing success <p>Healthy Me</p> <ul style="list-style-type: none"> motivation healthier choices relaxation healthy eating and nutrition healthier snacks and sharing food
Summer	<p>Relationships</p> <ul style="list-style-type: none"> belonging to a family making friends/ being a good friend people who help us celebrating special relationships <p>Changing Me</p> <ul style="list-style-type: none"> life cycles – animal and human changes in me – changes since being a baby differences between female and male bodies coping with change transition 	<p>Relationships</p> <ul style="list-style-type: none"> different types of family physical contact and boundaries friendship and conflict trust and appreciation expressing appreciation for special relationships <p>Changing Me</p> <ul style="list-style-type: none"> life cycles in nature – growing from young to old increasing independence differences between female and male bodies transition

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Religious Education at Richmond Hill School 2025 - 2026		
	Year 1	Year 2
Autumn	<p>How did the world begin?</p> <ul style="list-style-type: none"> • explore a range of creation stories in imaginative ways • children present their own ideas about creators and creation using art and language • children consider how creation stories help some people to understand what God is like 	<p>What is a prophet?</p> <ul style="list-style-type: none"> • ask questions about the religious stories they read • children find out more about significant people like Abraham, Jonah, Moses, Jesus, Muhammad and Guru Nanak • look for clues in religious stories and art to understand their characteristics and the promises some of these people shared with humanity • investigate different perspectives and drawing connections • children create their own definition of what is a prophet
Spring	<p>What do some people believe God looks like?</p> <ul style="list-style-type: none"> • looking at Islamic art, Hindu avatars and images of the Christmas story, children explore how different people understand God on Earth • children consider these representations when creating their own artwork and talk about why putting ideas about God into words and pictures is challenging 	<p>What do candles mean to people?</p> <ul style="list-style-type: none"> • investigate the many ways light is used in religious and worldview contexts • children explore different festivals through artwork and stories, focusing on candles • use natural resources to create advent wreaths and explore different hanukiah to develop their understanding of the symbolism of candles during Hanukkah
Summer	<p>Why should we care for others?</p> <ul style="list-style-type: none"> • explore stories and guidance that inspire people to care for others • examine the reasons behind these actions and their impact on people's lives • investigate different ways people show care and understand why giving to others is important 	<p>Where do some people talk to God?</p> <ul style="list-style-type: none"> • expand learning about prayer and worship • children examine buildings within their local area and beyond • discover what the features of the buildings might reveal about people's beliefs about God • design their own place of worship based on their learning

Physical Education at Richmond Hill School 2025 - 2026

	Year 1	Year 2
Autumn	<p>Fundamentals</p> <ul style="list-style-type: none"> • master basic movements including running, jumping and throwing • develop balance, agility and co-ordination • apply these skills in a range of activities <p>Ball Skills</p> <ul style="list-style-type: none"> • master basic movements including throwing and catching • participate in team games • developing simple tactics for attacking and defending <p>Invasion Games</p> <ul style="list-style-type: none"> • master basic movements including throwing and catching • participate in team games • developing simple tactics for attacking and defending <p>Dance</p> <ul style="list-style-type: none"> • perform dances using simple movement patterns 	<p>Fundamentals</p> <ul style="list-style-type: none"> • master basic movements including running, jumping and throwing • develop balance, agility and co-ordination • apply these skills in a range of activities <p>Ball Skills</p> <ul style="list-style-type: none"> • master basic movements including throwing and catching • participate in team games • developing simple tactics for attacking and defending <p>Invasion Games</p> <ul style="list-style-type: none"> • master basic movements including throwing and catching • participate in team games • developing simple tactics for attacking and defending <p>Dance</p> <ul style="list-style-type: none"> • perform dances using simple movement patterns
Spring	<p>Striking & Fielding</p> <ul style="list-style-type: none"> • master basic movements including throwing and catching • participate in team games • developing simple tactics for attacking and defending <p>Sending & Receiving</p> <ul style="list-style-type: none"> • master basic movements including throwing and catching • participate in team games • developing simple tactics for attacking and defending <p>Fitness</p> <ul style="list-style-type: none"> • master basic movements including running, jumping and throwing • develop balance, agility and co-ordination • apply these skills in a range of activities 	<p>Striking & Fielding</p> <ul style="list-style-type: none"> • master basic movements including throwing and catching • participate in team games • developing simple tactics for attacking and defending <p>Sending & Receiving</p> <ul style="list-style-type: none"> • master basic movements including throwing and catching • participate in team games • developing simple tactics for attacking and defending <p>Fitness</p> <ul style="list-style-type: none"> • master basic movements including running, jumping and throwing • develop balance, agility and co-ordination • apply these skills in a range of activities
Summer	<p>Athletics</p> <ul style="list-style-type: none"> • master basic movements including running, jumping and throwing • develop balance, agility and co-ordination • apply these skills in a range of activities <p>Net & Wall</p> <ul style="list-style-type: none"> • master basic movements including throwing and catching • participate in team games • developing simple tactics for attacking and defending <p>Target Games</p> <ul style="list-style-type: none"> • master basic movements including throwing and catching • participate in team games • developing simple tactics for attacking and defending <p>Gymnastics</p> <ul style="list-style-type: none"> • master basic movements as well as developing balance, agility and co-ordination 	<p>Athletics</p> <ul style="list-style-type: none"> • master basic movements including running, jumping and throwing • develop balance, agility and co-ordination • apply these skills in a range of activities <p>Net & Wall</p> <ul style="list-style-type: none"> • master basic movements including throwing and catching • participate in team games • developing simple tactics for attacking and defending <p>Target Games</p> <ul style="list-style-type: none"> • master basic movements including throwing and catching • participate in team games • developing simple tactics for attacking and defending <p>Gymnastics</p> <ul style="list-style-type: none"> • master basic movements as well as developing balance, agility and co-ordination

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Music at Richmond Hill School 2025 - 2026		
	Year 1	Year 2
Autumn	<p>Keeping the pulse (My favourite things) Exploring the concept of keeping a steady pulse together, children engage in music and movement activities inspired by their favourite things. They participate in different activities, moving to the beat of the music while thinking about and expressing their favourite objects or experiences.</p> <p>Tempo (Theme: Snail and Mouse) Using voices, bodies and instruments to listen and respond to different pieces of music, children learn and perform a rhyme and song with a focus on tempo. They focus on the adventures of the Snail and mouse to understand how tempo can shape a musical story.</p>	<p>Call and response (Animals) Chanting different call and response sound patterns, children progress to creating their own call and response patterns using untuned percussion instruments. They practise rhythm and pulse as they echo and respond to each other's chants, building a strong sense of musical communication.</p> <p>Instruments (Musical storytelling) Exploring longer pieces of music, children look at how music can tell a story through the use of different instruments. They think creatively, considering how sounds can represent characters, actions, and emotions when creating a soundscape to tell the story of Jack and the Beanstalk.</p>
Spring	<p>Dynamics (Seaside) Exploring the connections between music, sounds, and environments, children aim to represent the seaside. They use percussion instruments, vocal sounds, and body percussion to create sounds like crashing waves, calling seagulls, and rustling sand. They use voices and instruments to practice varying dynamics—showing a contrast between loud and soft sounds.</p> <p>Sound patterns (Fairytale) Examining different favourite fairy tales, children discuss the key moments in these stories. They are guided to clap and read simple sound patterns, matching the different characters of the story. Pupils then use these sound patterns to retell the fairy tale, bringing the story to life through sound and movement.</p>	<p>Contrasting dynamics (Space) Developing knowledge and understanding of contrasting dynamics, children listen to different pieces of music that represent planets and use these musical examples to inspire their own compositions. They explore how varying loud and soft sounds can capture the unique characteristics of two different planets.</p> <p>Singing (On this island) Learning songs and creating sounds to represent three contrasting landscapes—seaside, countryside, and city—children explore how music can evoke different environments. They sing folk songs to reflect the different environments and use instruments and body percussion to create soundscapes representing one of the environments.</p>
Summer	<p>Pitch (Superheroes) Identifying high and low notes, children use this knowledge to compose a simple tune that represents a superhero. They then listen to different pitches, recognising the difference between high and low sounds. After identifying these notes, pupils experiment with combining different pitches to create a melody that represents their chosen superhero.</p> <p>Musical symbols (Under the sea) Diving into the unknown, children explore the depths of the sea through music, movement, musical symbols, and the playing of tuned percussion instruments. They engage in activities that allow them to express the mysterious underwater world, such as using their bodies to mimic the movement of sea creatures. They learn to interpret musical symbols to translate visual cues into sounds and play tuned percussion instruments, to represent the wonders of the underwater world.</p>	<p>Structure (Myths and legends) Exploring structure through listening, analysing, and performing, children engage with a song about a well-known myth to understand its composition. They listen to identify sections, analyse simple sound patterns, and see how these elements tell the story of the myth. Pupils then perform short sound patterns in a simple structure using instruments and voices.</p> <p>Pitch (Musical Me) Learning to sing and play the song 'Once a Man Fell in a Well,' children learn to connect the melody to specific pitches. They explore how different notes correspond to different parts of the song, using their instruments to recreate the tune accurately. Additionally, they begin to recognise how simple symbols can represent pitch, developing their ability to read and interpret musical notation.</p>

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