



Pound Hill Infant Academy Curriculum Plan

**To be read in conjunction with KS1 Literacy and Mathematics
curriculum planning**

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POUND HILL INFANT ACADEMY - EARLY YEARS FOUNDATION STAGE CURRICULUM PLAN

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic	All About Me/Kipper Nursery Rhymes	Space / Aliens	Traditional Tales, Polar Rescue	People who help us	Animal Kingdom Farm /Noah's Ark/The Jungle	Local Area/ Minibeasts
PSHCE	Aiming High / Accepting Changes	Identity	Needs and Wants	Managing risks	Having a voice, making a difference	Community
Creativity Focus	Originality	Imagination with a purpose	Values	Values	Imagination with a purpose	Originality
Mantle of the Expert (Enterprise/ Company)	Assisting Mother Goose. Taking full responsibility for running her Nursery Rhyme Helpline office.	Problem Solvers- Working for NASA-Helping an alien visitor to return home.	Assisting the Animal Expert Team in executing a safe polar bear rescue.	Assisting the Emergency Services in evacuating a small community in a blocked cul-de-sac	Assisting Noah and the RSPCA. Temporarily caring for dangerous wild animals and making an informed decision about their future.	Assisting the Crawley County Council by enhancing the facilities in the local area. Considering all the needs even of the smallest living creatures.
Prime Areas						
Personal, Social & Emotional Development (RRS)	Learning about the school environment and routines	Distinguishing between 'wants and needs' Becoming familiar with the UN Convention	Learning about the School Charter in more depth. Creating a new shared year group charter display	Learning how to keep ourselves safe, how to behave and who to go to for help.	Understanding that living creature all have Rights that need to be kept.	Thinking about the rights and needs of others and addressing them.

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Communication and Language	<p>Sharing books and talking about ourselves - families, likes / dislikes</p> <p>Taking turns when speaking, listening and responding to other's ideas Listen with enjoyment to stories, songs and rhymes and respond.</p> <p>Begin to make up their own stories using story bags/ small world.</p>	<p>Taking on a role and giving opinions as though they are in that role.</p> <p><u>Activity-</u> Drama techniques; freeze frames/ conscience alley/ hot seating Children will begin to ask questions appropriately in response to the person being hot seated, using question words.</p>	<p>The children will be able to re-tell a traditional tale, sequencing the parts of the story</p> <p>The children will take on an acting role and use expressive language.</p> <p>They will begin to use facial/ body language and gestures to communicate their role.</p>	<p><u>Group Interaction : Statement Game</u></p> <p>Taking turns to speak, listening to other's suggestions and deciding as a group if they agree or disagree</p> <p>The children will be able to make suggestions and listens to other's opinions</p>	<p>Recognising and Labelling feelings associated with situations that are unfair.</p> <p>The children will speak clearly and audibly with confidence and control and show awareness of the listener.</p> <p>They will use language to imagine and recreate roles and experiences.</p>	<p>Identifying words that rhyme thinking of other words that rhyme with a specific word.</p> <p>Recognising the spelling pattern in certain words that rhyme.</p> <p>The children will complete a rhyming string, using real and nonsense words</p>
Physical Development	Developing good pencil control	Dressing and undressing with increasing independence	Developing gross motor skills through the use of the outdoor area & equipment	Developing fine manipulative skills	Developing an understanding of the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.	They will handle equipment and tools effectively, including pencils for writing
PE	Travelling Unit	Gymnastics	Games	Dance	Gym B+C	Games

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Specific Areas						
Literacy	<u>Independent writing outcome:</u> A letter to a Nursery Rhyme Character	<u>Independent Writing outcome:</u> Writing in role as an astronaut about what they can see in Space	<u>Independent Writing outcome:</u> Caption writing	<u>Independent Writing outcome:</u> Speech bubble writing /recount?	<u>Independent Writing outcome:</u> Elmer Story writing	<u>Independent Writing outcome:</u> Minibeast descriptions
Phonics	Phase 1: General discrimination., Environmental and instrumental sounds. Body percussion. Phase 1 activities	Phase 2/Parent Phonic Mornings begin. Teaching blending for reading and segmentation for spelling.	Phase 3: Learning the 25 graphemes comprising of two letters e.g. oa	Phase 3 Consolidation Practice blending and segmenting vc, cvc, cvcc and ccvc words	Phase 4 and consolidation Identifying blends at the beginning and end of words	Phase 4 and consolidation Practice reading and writing and sentences
Mathematics	Baseline/entry Assessments Number Recognition, Ordering numbers	Maths Investigation: Moving Digits Reasoning about numbers	Maths Investigation: Gingerbread men and currants	Maths Investigation: Changing coins Reasoning about Money	Maths Investigation: Filling crates- reasoning about space	Maths Investigation: Symmetry
Understanding of the World The World	Through MOE the children will develop their SC1 skills by helping a range of nursery characters solve their problems- See short term planning.	Light and Dark Mirrors/Reflection Magnets The Problem Solvers will use and apply their expert knowledge of the above science concepts † design and make a suitable spaceship to help our alien visitor return home	Properties of water Floating and Sinking Investigation	Sound	Animal needs and habitats -The children will work alongside the RSPCA to develop their understanding of the Rights and needs of animals	Minibeast homes similarities and differences. (Care of butterfly, life cycles)

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Understanding of the World</p> <p>Technology</p>	<p>My World /Easi-speaks</p> <p>Learning to use the Fizz Books</p> <p>Dazzle-Drawing kipper and Nursery Rhyme clients</p>	<p>BeeBots & consolidation of Dazzle-Creating fire-work-space themed pictures</p>	<p>Espresso-The children will develop their expert knowledge of Bears using Espresso as another research tool-Links with MOE</p>	<p>Textease/Flip Cameras. The children will create posters/TV recordings about the recent cul-de-sac disaster.-Links with MOE</p> <p>BeeBots-Towns quickest route to the disaster</p>	<p>Espresso</p> <p>Flip Cameras. The children will create TV recordings about the recent activity in London!-Links with MOE</p>	<p>Textease-For recording minibeasts facts</p> <p>Digital Cameras</p>
<p>Understanding of the World</p> <p>People and Communities</p>	<p>School Routines What is in our classroom? Who is in our school? Learning who works at school and where the different equipment is kept.</p> <p>Discussions about ourselves - likes and dislikes</p>	<p>Comparisons of place e.g. space and earth</p> <p>Christmas and celebrations and family traditions</p>	<p>Contrasting localities: Crawley and the Arctic</p>	<p>Locality of school: Mapping skills</p> <p>Old and New Rescue vehicles</p>	<p>History of Farming</p> <p>Noah's Ark</p>	<p>Pound Hill locality- Finding out about the features and facilities in the local area.</p> <p>Expressing opinions on likes and dislikes</p>
RE	Harvest Festivals	Celebrations	The Friends of Jesus →		Noah →	
<p>Understanding of the World</p> <p>Cooking</p>	<p>Kipper's rice crispy cakes/ cooking bread for Harvest Spider biscuits</p>	<p>Making Moon cakes</p>	<p>Gingerbread People</p>	<p>Pizzas</p>	<p>Cheese tarts</p>	<p>Seed Cakes</p> <p>Minibeast biscuits</p>

Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Expressive Arts and Design (Art)	Painting: Exploration of colour Mixing	Collage/Pastels Mixed media space art	Painting Bears Team Collage Polar Bears	Exploration of collage- shapes, 3D, Flat, surfaces	Printing	Malleable Materials
Expressive Arts and Design (DT)	Textile Spiders	Alien Puppets	Making Bridges	2D/3D structures	Designing making a boat that floats	Designing and making a favourite minibeast
Expressive Arts and Design (Music)	Singing Exploration of instruments and using your body as an instrument Nursery rhymes linked to phonics	Timbre	Pitch	Maintaining a beat Tempo Pitch	Loud and quiet	Composition
Expressive Arts and Design (Role-play)	Home Corner	Space Station - Alien's Love Underpants Theme	Traditional Tales: Once upon a time/ The Arctic	Police Station Fire Station Hospital	Noah's Ark Jungle	Vets Minibeast Garden
Visits and Visitors	Visit from a mum and her baby Meeting Play Leaders	Visit from school nurse	Parents as Partners	Local walk Fire services Day/ Parents as Partners Visit from a vet	Lady land farm Trip	Transition

POUND HILL INFANT ACADEMY - KEY STAGE 1 CURRICULUM PLAN
Cycle 1

Subject	AUTUMN	SPRING	SUMMER
Topic	Worlds of Wonder	Journey into Space	Planet Protectors-African Adventure
PSHCE	Identity Needs and wants	Community Aiming High/ Accepting Change	Managing Risk Having a voice and making a difference.
Creativity Focus	Imagination with purpose	Originality	Value
Mantle of the Expert (Enterprise/ Company)	A fairy godmother asks the problem solvers for help as her answerphone messages are all mixed up and she doesn't know who to help first!	Virgin Galactic commissions the school to set up a space travel exhibition, looking at the history of space travel and the endless possibilities for the future!	The WWF commission's the school's Eco Guardians to work as educational tour guides in Africa. Their role is to support the WWF to educate visitors and local people about conservation in a region of Africa.
Science	Working Scientifically	Working Scientifically Everyday materials <ul style="list-style-type: none"> • classifying and grouping Uses of Everyday Materials <ul style="list-style-type: none"> • classifying and grouping • Changing Materials 	Working Scientifically Animals, including humans (Yr1 Yr2)

Subject	AUTUMN	SPRING	SUMMER
Computing	<p>Algorithms and Programs</p> <p>E Safety</p>	<p>Recognising the use of technology beyond the classroom</p> <p>Learning how to use technology purposefully, safely and respectfully</p> <p>How to store data</p> <p>E Safety</p>	<p>Algorithms and Programs</p> <p>Creating and debugging programmes</p> <p>E Safety</p> <p>Continue to develop and refine the saving and retrieving of digital files</p>
RE (Year 1)	<p>Belonging in Christianity:</p> <p>Christian symbols;</p> <p>Baptism;</p> <p>The baptism of Jesus.</p> <p>Celebrations:</p> <p>Gifts;</p> <p>Gifts for Jesus;</p> <p>Invisible gifts;</p> <p>Jesus, God's gift to the world.</p>	<p>The stories Jesus told:</p> <p>Stories with meaning;</p> <p>The prodigal son;</p> <p>The characters' feelings;</p> <p>A story of forgiveness;</p> <p>Parables.</p> <p>Visiting a Church:</p> <p>Special Places;</p> <p>A Christian place of worship</p>	<p>Beliefs & practices & God's Wonderful World - spirituality:</p> <p>Days of the week,</p> <p>Creation story.</p>
RE (Year 2)	<p>Beliefs and Practice:</p> <p>Special days;</p> <p>Special things;</p> <p>Religious artefacts;</p> <p>Leaders;</p> <p>Celebrations:</p> <p>Family celebrations</p> <p>Diwali</p> <p>How people celebrate;</p> <p>Christmas around the world.</p>	<p>Special Books:</p> <p>The Bible;</p> <p>The Torah - Rules, Laws</p> <p>A religious leader (Moses)</p> <p>A place of Worship:</p> <p>Asking questions;</p> <p>Finding information from books;</p> <p>Visit to a Mosque/ Islamic Visitor</p>	<p>Beliefs and practices: A contrasting religion (Islam)</p> <p style="text-align: right;">→</p>

Subject	AUTUMN	SPRING	SUMMER
History		<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - changes in space travel</p> <p>Events beyond living memory that are significant nationally or globally</p> <ul style="list-style-type: none"> • History of flight/ space travel/ space rockets/ astronaut - Wright Brothers, Montgolfier/ Richard Branson etc <p>Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <ul style="list-style-type: none"> • Comparing flight pioneers with space pioneers e.g. Wright Brothers/ Neil Armstrong/ Buzz Aldrin 	

Subject	AUTUMN	SPRING	SUMMER
Geography	<p>Location Knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify countries, continents and oceans. Use aerial photographs and plan perspectives to recognise landmarks and basic human/physical features, devise a simple map and use and construct simple symbols in a key. 		<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator Use geographical vocabulary to refer to human features, including city, town, village, factory, farm, house, office, port, harbour & shop. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use simple compass directions (North, South, East & West) and locational and directional language e.g. near, far, left, right) to describe the location of features and routes on a map.

Subject	AUTUMN	SPRING	SUMMER
Design and Technology		Design Make Evaluate Technical Knowledge Create a futuristic living pod for space. (Tim Rylands - Raven - futuristic landscapes)	
Art and Design	Drawing Skills Knowledge <ul style="list-style-type: none"> • Look at the work of a range of designers 	Painting skills Collage Skills Knowledge <ul style="list-style-type: none"> - Look at the work of a range of artists 	3D skills e.g. clay pots & animal sculptures Knowledge <ul style="list-style-type: none"> - Look at the work of a range of craft makers
Music	COMPOSITION: <i>Texture, Structure & Timbre</i> <i>Performance and listening</i> Composition linked to fairy tales e.g. composing music for the story MOE LINK or composing music to represent character's movements or feelings	PITCH: <i>Duration & Dynamics</i> <i>Performance & Singing</i> Learning Space songs Exploring and identifying high and low sounds Using voice in a variety of different ways	PULSE & RHYTHM: <i>Tempo</i> <i>Singing, Performance & Listening</i> Singing African songs e.g. Kye, Kye Kule and A Keelie Makolay Exploring the 'rhythm of the words' in learnt African songs Exploring the pulse of the learnt African songs and African music

Subject	AUTUMN	SPRING	SUMMER
PE	Gym Outdoor Games	Dance Gym Outdoor Games	Dance Gym Outdoor Games
Visitors/ Visits and enrichment possibilities!		Visit to The Royal Observatory	Forest Schools (Year One) Coco's Foundation

POUND HILL INFANT ACADEMY - KEY STAGE 1 CURRICULUM PLAN
Cycle 2

Subject	AUTUMN 1	SPRING	SUMMER
Topic	Getting to know you/step into a story and into the unknown	Into the Woods	Planet Protectors - Sparkly St Lucia
PSHCE	Managing risk Aiming High/ Accepting Change	Identity Needs & Wants	Community Having a voice and making a difference
Creativity Focus	Originality	Imagination with a Purpose	Value
Mantle of the Expert (Enterprise/ Company)	Dr Who lands in the hall- smoke, lights, sound as the Tardis lands. Dr Who decides to explore the local area and commissions us to look after the Tardis. Try to discover who or what is in the Tardis by discovering unusual items. A person finally appears and drops an old map of London and we discover he is from 1666. Time travel back in time to take him back to 1666. He finds his home has been destroyed and we learn about London being re-built.	LRRH has run back to Grandma's house because she has been frightened by something in the 'other' woods, dropping her basket as she ran. She describes briefly what she thinks she has seen/heard? Forest Ranger is delivering firewood to Grandma & over hears the conversation. He has also witness some strange sounds & noises.	The St Lucia High Commission has commissioned the children to produce educational materials for visitors and local people to promote the island of St Lucia and its outstanding work on conservation under the sea.

Subject	AUTUMN	SPRING	SUMMER 1
Science	<p>Working Scientifically</p> <p>Everyday materials - classifying and grouping (From Yr1)</p> <p>Uses of Everyday Materials</p> <ul style="list-style-type: none"> • classifying and grouping • Changing Materials - heating & cooling <p>Seasonal Changes</p>	<p>Working Scientifically</p> <p>Seasonal Changes (also see Geography)</p> <p>Plants</p> <ul style="list-style-type: none"> • Name parts of a plant • Identify & name and describe common plants & trees • Recognise deciduous & evergreen trees • Describe what plants need to survive • Observe & describe how seeds & bulbs grow into mature plants • find out & describe how plants need water, light & a suitable temperature to grow & stay healthy <p>Living Things & their Habitats (Plants)</p>	<p>Working Scientifically</p> <p>Living Things & their Habitats</p> <ul style="list-style-type: none"> • Match living things to their habitats • Explain the differences between living & non-living things • Describe some of the life processes common to plants & animals, including humans • Decide whether something is living, dead or non-living • Describe how a habitat provides for the basic needs of things living there • Describe a range of different habitats • Describe how plants & animals are suited to their habitat

Subject	AUTUMN	SPRING	SUMMER 1
Computing	<p><u>IT</u></p> <ul style="list-style-type: none"> • <u>Use technology purposefully</u>: exploring a range of familiar computer programmes (Dazzle, Textease) (Aut 1) • Learning how to <u>store and retrieve data</u> e.g. on individual drives and not the hard drive (Aut 1) <p><u>IT:</u></p> <ul style="list-style-type: none"> • <u>Use technology purposefully (Aut 2)</u> using the internet to research and learn more about The Great Fire of London and significant historical figures <p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> • <u>E Safety</u>: key focus on educating children about AUP; posters in classrooms, what to do if you find something you do not like etc. Link to planning times, iPhones, Ipads, etc 	<p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> • Children will <u>recognise use of common technology beyond</u> the classroom <p><u>Computer Science:</u></p> <ul style="list-style-type: none"> • Revisit / introduce <u>algorithms</u> in the practical sense • Support children in developing their knowledge of computer coding - use code.org (<u>Debugging</u>) and <u>logical reasoning to predict the behaviour</u> of simple programs <p><u>E Safety</u>: ongoing within all aspects of the curriculum</p>	<p><u>Computer Science:</u></p> <ul style="list-style-type: none"> • Use Bee - Bots and Pro - Bots , Roamers, Bee Bot App, Terry The Turtle with children. Ensure that they explore these; why aren't they doing what I need them to do? (<u>Debugging</u>) • Children to plan their route e.g. you are at the park, you need to get to the shops, stopping for petrol on the way • Children to record the route / sequence / instructions to find the most efficient route • Children to use <u>logical reasoning to predict the behaviour</u> of simple programs <p><u>IT:</u></p> <ul style="list-style-type: none"> • Creating an animal fact show / planet protectors show - these can be filmed using Flip Cameras / Ipads (<u>Digital Content</u>) • These can <u>stored</u> to the student system • Film clips can then be <u>shared / uploaded</u> to E

Subject	AUTUMN	SPRING	SUMMER 1
			<p>Schools pages and <u>retrieved</u> to show others</p> <p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> • <u>Recognises common uses of technology beyond the school e.g. online sources for research</u> <p><u>Keeping personal information private</u></p>
RE (Year 1)	<p>Belonging in Christianity: Christian symbols; Baptism; The baptism of Jesus. Celebrations: Gifts; Gifts for Jesus; Invisible gifts; Jesus, God's gift to the world.</p>	<p>The stories Jesus told: Stories with meaning; The prodigal son; The characters' feelings; A story of forgiveness; Parables. Visiting a Church: Special Places; A Christian place of worship</p>	<p>Beliefs & practices & God's Wonderful World - spirituality: Days of the week, Creation story.</p>
RE (Year 2)	<p>Beliefs and Practice: Special days; Special things; Religious artefacts; Leaders; Celebrations: Family celebrations Diwali How people celebrate; Christmas around the world.</p>	<p>Special Books: The Bible; The Torah - Rules, Laws A religious leader (Moses) A place of Worship: Asking questions; Finding information from books; Visit to a Mosque/ Islamic Visitor</p>	<p>Beliefs and practices: A contrasting religion (Islam)</p> <p style="text-align: right;">—————→</p>

Subject	AUTUMN	SPRING	SUMMER 1
History	<p>Events beyond living memory that are significant nationally or globally e.g. storms 1988 - what can your family remember & Great Fire of London - including how weather was a factor in the spread of the fire.</p> <p>Lives of significant individuals in the past who have contributed to national & international achievements. Some should be used to compare aspects of life in different periods - Sir Christopher Wren, Samuel Pepys, King Charles 2nd & Queen Elizabeth 2nd.</p>		<p>The lives of significant individuals in the past who have contributed to national & international achievements. Some should be used to compare aspects of life in different periods e.g. David Attenborough and Charles Darwin (Significant pirates)</p>
Geography	<p>Locate London</p> <p>Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases & globes to identify the UK & its countries. <p>Location knowledge</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. 	<p>Place Knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities & differences through studying the human & physical geography of a small area of the UK (e.g. Tilgate & Buchan Parks). <p>Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> Use simple fieldwork & observational skills to study the geography of their school & its grounds & the key human & physical 	<p>Physical Geography</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather Identify seasonal & daily weather patterns in the UK compared to St Lucia

Subject	AUTUMN	SPRING	SUMMER 1
		<p>features of its surrounding environment.</p> <p>Physical Geography</p> <ul style="list-style-type: none"> Identify seasonal & daily weather patterns in the UK. 	<p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities & differences through studying the human & physical geography of a small area in a contrasting non-European country (St Lucia) <p>Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases & globes to identify the UK & its countries. Use aerial photographs and plan perspectives to recognise landmarks and basic human/physical features, devise a simple map and use and construct simple symbols in a key.
<p>Design and Technology</p>	<p>Design Make Evaluate Technical Knowledge</p> <ul style="list-style-type: none"> Make a new bridge to replace the ones burnt down in the fire. <p>Designing and building Bridges to replace the bridges burnt down in</p>		<p>Cooking & Nutrition</p> <ul style="list-style-type: none"> Use the basic principles of a healthy & varied diet to prepare dishes Understand where food comes from and links to Fair Trade <p>Design Make Evaluate</p>

Subject	AUTUMN	SPRING	SUMMER 1
	<p>the fire (thinking about the available resources at the time) Commission from Dr Who. Building regulations. A plan suitable for someone who cannot read or write. Evaluation designs to fit the brief.</p>		<p>Technical Knowledge - Make a fruit salad, salad, Taco turtle</p> <p>Textiles</p>
<p>Art and Design</p>	<p>Painting</p> <p>Charcoal</p> <p>Drawing skills</p> <p>Knowledge Look at the work of a range of artists. Claire Caulfield/ LS Lowry</p>	<p>Painting Georgia O'Keefe Andy Goldsworthy</p> <p>Looking at paintings conveying forests/woods. How do they convey light? What do you think about the picture?</p> <p>Sculpture</p>	<p>Textiles/3D</p> <ul style="list-style-type: none"> Explore the work of a range of craft makers, describing the differences & similarities between different practices & disciplines & making links to their own work.
<p>Music</p>	<p>PULSE & RHYTHM: <i>Tempo</i> <i>Singing, Performance & Listening</i></p> <p>Singing 'London's Burning' in canon Exploring the 'rhythm of the words' in London's Burning Exploring the pulse of London's Burning Exploring differing pulse tempos in pieces of music</p>	<p>PITCH: <i>Duration & Dynamics</i> <i>Performance & Singing</i></p> <p>Learning 'The Gruffalo Song' & 'A Monster Came to Visit you' Exploring and identifying high and low sounds Using voice in a variety of different ways</p>	<p>COMPOSITION: <i>Tempo & Dynamics,</i> <i>Texture, Structure & Timbre</i> <i>Performance & Listening</i></p> <p>Compositions: 1) 'Perpetuum Jazzile' inspired, using body percussion to create a tropical rain storm 2) About the different features of St Lucia</p>

Subject	AUTUMN	SPRING	SUMMER 1
	Creating our own rhythm patterns based on words describing The Great Fire of London		
PE	<p><u>Inside gym</u> <u>Year 1</u> Unit D Flight/ Bouncing/ jumping and Landing <u>Year 2</u> Unit H Parts High and Parts Low</p> <p>Year 1 and 2 Fire Dance</p> <p><u>Outdoor</u> <u>Year 1-</u> Unit 1 Primary Games Unit 2- Primary Games <u>Year 2</u> Invasion Games-hockey and netball skills Team Building</p>	<p><u>Inside gym</u> <u>Year 1</u> Unit E- Points and Patches Unit F- Rocking and Rolling <u>Year 2</u> Unit I Pathways Unit J- Spinning Turning and Twisting</p> <p><u>Outdoor PE</u> <u>Year 1</u> Unit 3 Bat and Ball Games Unit 4 Developing Partnership <u>Year 2</u> Orienteering</p>	<p><u>Inside gym</u> <u>Year 1</u> Unit G Wide Narrow and Curled <u>Year 2</u> Unit K-Linking Movements Together</p> <p>Year 1 and 2 Caribbean/Carnival Dance</p> <p><u>Outdoor</u> <u>Year 2</u> Unit 1-5 Primary Games</p>
Visitors/ Visits and enrichment possibilities	Lego Workshop to teach the skills for building a house. Visit from Samuel Pepys	Wakehurst	Forest Schools Winston London Sea Life Centre Rye- Smuggler's Cove