The Jubilee with Pebblebed Federation – Non-Core (including science) Curriculum Overview and Rolling Programme

Within The Jubilee with Pebblebed Federation our Curriculum Intent is to provide a curriculum which encourages puils, within a supportive Christian environment, to aspire to reach their full potential. This will be achieved through experiential learning, using the richness of our local rural community and culture, but also by opening the children's eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global contexts.

When recently updating our curriculum we chose to follow the Curriculum Maestro 'Curriculum '22' programme for the majority of our non-core subjects as well as science. This ensures that there is suitable progression in knowledge, skills and understanding. It also means that we have a dynamic and exciting programme for the children to follow, backed up with a range of planning and teaching resources to support teachers' delivery of subject based themes and help them to confidently teach subjects in which they might not possess a subject specialism.

Whilst there are a number of subject themes in our programme that can sometimes be taught in a cross – curricular way, the subject of each individual lesson is made explicit to children so they know if they are having a lesson with e.g. a geography or science focus. Each theme has a specific subject bias (as can be seen below) and contains accompanying knowledge organisers which detail the 'sticky' knowledge we want the children to learn and be able to talk about and apply.

The programme we follow ensures that we have a long term curricular map of what knowledge and skills are taught when and where, and as such ensures appropriate coverage of the National Curriculum.

KS1								
Cycle A – Main Project	**Childhood**		**School Days**		**Bright Lights, Big City**	
Science	Everyday Materials	Human Senses	Plant Parts		Seasonal Changes	
Art and Design	Mix It (1)	Funny Face and Fabulous Features	Street View		Rain and Sunrays	
Design and Technology	Shade and Shelter		Chop, Slice and Mash		Taxi!	
Geography	Our Wonderful World		-		Bright Lights, Big City (Main Project)	
History	Childhood (Main Project)		School Days (Main Project)		-	
Cycle B – Main Project	**Movers and Shakers**		**Magnificent Monarchs**		**Coastline**	
Science	Human Survival	Habitats	Animal Survival		Use of Materials	Plant Survival
Art and Design	Mix It (2)	Still Life	Portraits and Poses		Flower Head	
Design and Technology	Remarkable Recipes		Cut, Stitch and Join	Push and Pull	Beach Hut	
Geography	Let's Explore the World		-		Coastline (Main Project)	
History	Movers and Shakers (Main Project)		Magnificent Monarchs (Main Project)		-	

KS2						
Cycle A – Main Project	**Through the Ages**		**Rocks, Relics and Rumbles**		**Emperors and Empires**	
Science	Animal Nutrition and the Skeletal System		Forces and Magnets		Plant Nutrition and Reproduction	Light and Shadows
Art and Design	Contrast and Complement (1)	Prehistoric Pots	Ammonite	People and Places	Beautiful Botanicals	Mosaic Masters
Design and Technology	Cook Well, Eat Well		Making it Move		Greenhouse	
Geography	One Planet, Our World		Rocks, Relics and Rumbles (Main Project)		Some links with Emperors and Empires	
History	Through the Ages (Main Project		Some links with Rocks, Relics and Rumbles		Emperors and Empires (Main Project)	
Cycle B – Main Project	**Invasion**		**Ancient Civilisations**		**Misty Mountain, Winding River**	
Science	Food and the Digestive System	Sound	Electrical Circuits and Conductors		States of Matter	Grouping and Classifying
Art and Design	Contrast and Complement (2)	Warp and Weft	Statues, Statuettes and Figurines	Islamic Art	Vista	Animal
Design and Technology	Fresh Food, Good Food		Tomb Builders		Functional and Fancy Fabrics	
Geography	Interconnected World		-		Misty Mountain, Winding River (Main Project)	
History	Invasion (Main Project)		Ancient Civilisations (Main Project)		-	

Cycle C – Main Project	**Sow, Grow, Farm**		**Off With Her Head!**		**Groundbreaking Greeks**	
Science	Human Reproduction and Ageing		Forces and Mechanisms	Earth and Space	Properties and Changes of Materials	
Art and Design	Light and Shadows	Nature's Art	Tints, Tones and Shades (1)		Expression	Mixed Media
Design and Technology	Eat the Seasons		Moving Mechanisms		Architecture	
Geography	Sow, Grow, Farm (Main Project)		Investigating Our World		Links to Groundbreaking Greeks	
History	-		Off With Her Head (Main Project)		Groundbreaking Greeks (Main Project)	
Cycle D – Main Project	**Maafa**		**Frozen Kingdoms**		**Britain at War**	
Science	Circulatory System		Electrical Circuits and Components		Light Theory	Evolution and Inheritance
Art and Design	Tints, Tones and Shades (2)	Trailblazers, Barrier Breakers	Inuit	Environmental Artists	Distraction and Abstraction	Bees, Beetles and Butterflies
Design and Technology	Food for Life		Engineer		Make Do and Mend	
Geography	Our Changing World		Frozen Kingdoms (Main Project)		Some links with Britain at War	
History	Maafa (Main Project)		-		Britain at War (Main Project)	

Art and Design

The art and design projects are well sequenced to provide a coherent subject scheme that develops children's skills and knowledge of visual elements, art forms, artists and art movements. Projects are placed alongside other subject projects where there are opportunities for making meaningful connections. For example, the KS1 Art project, Portraits and Poses has been placed in the same teaching sequence as the history project Magnificent Monarchs. Where possible, projects with similar materials are spaced out to have as little strain on resources as possible. For example, in Key Stage 1, clay work is taught in different terms. Seasons are also a consideration for the placement of art and design projects. For example, if children are required to work outdoors, these projects have been placed in either the latter part of the spring or summer term.

Key Stage 1

In Key Stage 1, each autumn term begins with the colour mixing project 'Mix it' or 'Mixing Colours'. The teaching of this project in Years 1 and 2 enables children to be introduced to, and then revisit, colour theory and provides plentiful opportunities for children to explore primary and secondary colours.

In Key Stage 1 the Year 1 and Year 2 projects are on a two-year rolling programme. The Year 1 projects begin by exploring themes directly related to the children themselves, such as their facial features, the surrounding natural world and their local community. The Year 2 projects expand children's artistic horizons to study a more comprehensive range of artists, artistic movements and creative techniques.

Key Stage 2
In Key Stage 2 there is a 4-year rolling programme. One of the Year 3 and 4 colour project 'Contrast and Complement' enables children to build on their previous understanding of colour and further develop their expertise by studying theory. Children will expand their experiences to study a broader range of art forms, artists and genres.

They also begin to study art from specific and diverse periods of history, including prehistoric pottery and Roman mosaics. Other genres studied build on previous techniques learned in Key Stage 1 and include more complex techniques in printmaking, drawing, painting and textiles.

Children develop more specialised techniques in drawing, painting, printmaking and sculpture. They explore ways in which ancient cultures have influenced art and crafts by studying, for example, medieval weaving techniques and the religious significance of Islamic Art.
The Year 5 and 6 project, Tints, Tones and Shades enables children to build on their previous understanding of colour theory and develop further expertise with colour by studying tonal variations and more complex colour charts. Children develop and combine more complex artistic techniques in a range of genres, including drawing, painting, printmaking and sculpture. Children continue to build on their understanding of other historical periods and cultures by studying the ancient Chinese art form of taotie and the significance of the Expressionist movement. Children are encouraged to work more independently in projects like Environmental Artists and Distortion and Abstraction. Such projects require them to consider more conceptual representations of personal, environmental, social or political messaging. Children explore diversity in art by studying the projects Inuit and Trailblazers, Barrier Breakers.

Throughout the art and design scheme, there is complete coverage of all national curriculum programmes of study.

Design and Technology

The design and technology projects are well sequenced to provide a coherent subject scheme that develops children's designing, planning, making and evaluating skills. Each project is based around a design and technology subject focus of structures, mechanisms, cooking and nutrition or textiles. Where possible, meaningful links to other areas of the curriculum have been made. For example, the KS2 cooking and nutrition project 'Eat the Seasons' is taught alongside the KS2 geography project 'Sow, Grow and Farm'.

All the projects follow a structure where children are introduced to key concepts and build up knowledge and skills over time, using a more comprehensive range of equipment and building, cutting, joining, finishing and cooking techniques as they progress through school. All projects contain focused, practical tasks in the 'Develop' stage to help children gain the knowledge and skills needed to complete their 'Innovate' tasks independently. Throughout KS1 and KS2, children build up their knowledge and understanding of the iterative design process. They design, make, test and evaluate their products to match specific design criteria and ensure they fit their purpose. Throughout the design and technology scheme, there is complete coverage of all national curriculum programmes of study.

KS1 children (Years 1 and 2) begin to learn about structures in the project 'Shade and Shelter' before designing and making a shelter. In the spring term project 'Taxi', they learn the term 'mechanism' and assemble and test wheels and axles. Children then begin to learn about food sources in the project 'Chop, Slice and Mash' and use simple preparation techniques to create a supermarket sandwich in the summer term. Children learn more about food in the project 'Remarkable Recipes' the following year, where they find out about food sources, follow recipes and learn simple cooking techniques in the autumn term. In the spring term children begin to develop their understanding of textiles in 'Cut, Stitch and Join'. They learn to sew a simple running stitch, use pattern pieces and add simple embellishments. They also continue to learn about mechanisms in the project 'Push and Pull' by using sliders, levers and linkages in products. Finally, in the summer term project 'Beach Hut', children develop their knowledge of structures further, learning to cut, join and strengthen wood for the first time.

Lower KS2 children (Years 3 and 4) continue to learn about food in the autumn term, understanding the concept of a balanced diet and making healthy meals in the project 'Cook Well, Eatwell', using their previous learning from KS1 to support them. In the spring term project 'Making it Move', children extend their understanding of mechanisms by exploring cams and using joining and finishing techniques to make automaton toys. In the summer term project 'Greenhouse', they continue to develop their knowledge of structures, using triangles and braces for strength. They design and build a greenhouse, using their understanding of opacity and transparency and the needs of plants from science learning to inform their design. Children continue to develop their understanding of food in the following year through the autumn project 'Fresh Food, Good Food'. They learn about food safety and preservation technologies before designing and making packaging for a healthy snack. In the spring term, the project 'Functional and Fancy Fabrics', encourages children to continue to explore textiles, learning about the work of William Morris before designing, embellishing and finishing a fabric sample. In the summer project 'Tomb Builders', they build on their knowledge of mechanisms, learning about six simple machines and using their knowledge to create a lifting or moving device prototype. They also explore and use electrical systems and IT monitoring and control in the science project 'Electrical Circuits and Conductors' for the first time.

Upper Key Stage 2 children (years 5 and 6) deepen their understanding of food in the autumn term project 'Eat the Seasons', continuing to explore food and nutrition, learning about seasonal foods and the benefits of eating seasonally. In the spring term the children develop their understanding of mechanisms even further by studying pneumatic systems in the project 'Moving Mechanisms'. They learn about the forces at play and create a prototype for a functional, pneumatic machine. In the summer project 'Architecture', they learn more about structures, studying the history of architecture and developing new ways to create structural strength and stability. They use computer-aided design and consolidate their making skills to produce scale models. Children will then extend their knowledge of textiles by learning new stitches to join fabrics and using pattern pieces to create a range of products in the autumn project 'Make Do and Mend' the following year. In the spring project 'Engineer', children consolidate their knowledge of structures, joining and strengthening techniques and electrical systems by completing a bridge-building challenge. The children then continue to advance their understanding of food by learning about processed and whole foods in the summer project 'Food for Life', creating healthy menus from unprocessed foods.

Geography

The geography projects are well sequenced as a rolling programme of two years in KS1 and four years in KS2, to provide a coherent subject scheme that builds, develops and consolidates children's geographical knowledge, skills and subject disciplines across both key stages. This happens in mixed age classes and as such, have been planned to remain coherent when taught in different orders to the children. Children are taught the geographical knowledge in each project, building on developing the skills required at a level suitable to their age group (LKS2 or UKS2). This is done by careful adaptation to planning by the class teacher and monitoring by the Humanities Subject Team. Geographical locations are not specified in the national curriculum, so they have been chosen to provide a broad and diverse understanding of the world. Where there are opportunities for making meaningful connections with other projects, geography projects are sequenced accordingly. For example, children revisit the geography of settlements in the history project 'School Days' after studying types of settlements in the previous term's geography project 'Bright Lights, Big City'. All geography projects are taught in the autumn term, with a second project during the spring or summer term and opportunities to embed skills and knowledge through Daily Dashboard during the third remaining term which will be a history based project. Throughout the geography scheme, there is complete coverage of all national curriculum programmes of study.

In KS1, the autumn term of each year of the rolling programme begins with essential skills and knowledge projects (Our Wonderful World and Let's Explore the World). Teaching these projects enables children to be introduced to, or revisit, critical geographical concepts, aspects, skills and knowledge. These projects prepare children for the study of more thematic geography projects that follow such as the project 'Bright Lights, Big City'. This project introduces children to the geography of the urban environments and the physical and human features of the

United Kingdom. In contrast, children carry out a detailed study of coastal geography in the project 'Coastlines'. This project introduces children to the geography of coastal environments and provides children with the opportunity for in-depth coastal fieldwork.

In KS2, children begin three out of the four years of the rolling geography programme with an essential skills and knowledge project which enables them to further develop their skills, knowledge and understanding of subsequent geographical projects in the following terms. This is important in a curriculum where children may study the projects in different orders. For example, in Cycle C, the children begin the Autumn Term with 'Sow, Grow and Farm', which explores farming, agriculture and rural land use, whilst the subsequent project 'Frozen Kingdoms' in the Spring Term of Cycle D would allow the children to build upon their knowledge of climate and the use of natural resources as well as patterns of human settlement.

History

The history projects are well sequenced as a rolling programme of two years in KS1 and four years in KS2, to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines across both key stages. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry. The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history. Where there are opportunities for making meaningful connections with other projects, history projects are sequenced accordingly. For example, the KS1 project 'Magnificent Monarchs' is taught alongside the art and design project 'Portraits and Poses' to give children a better understanding of how the wealth and power of monarchs have been portrayed throughout history through the monarch's official portraits. The projects are taught in mixed age classes and as such, have been planned to remain coherent when taught in different orders to the children. Children are taught the historical knowledge in each project, building on developing the skills required at a level suitable to their age group (LKS2 or UKS2). This is done by careful adaptation to planning by the class teacher and monitoring by the Humanities Subject Team. Two history projects are taught each year across two terms with opportunities to embed skills and knowledge through Daily Dashboard during the remaining term which will be a geography based project. Throughout the history rolling programme, there is complete coverage of all national curriculum programmes of study.

Key Stage 1 children begin the autumn term by studying projects such as 'Childhood'. This project builds on children's past experiences, including their family history and events within living memory, and works well as an introductory project. Children then study the project 'School Days' which enables them to learn the history of their school and compare schooling in the Victorian period. Children extend their

studies to explore a broader range of periods in the project ‘Movers and Shakers’. This project explores the concept of significance and the significant people that have greatly influenced history. Children also study the project ‘Magnificent Monarchs’. This project introduces children to the challenging concepts of power and monarchy in preparation for more complex historical topics in Key Stage 2. The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant historical events, people and places in their locality.

Throughout Key Stage 2 children study 8 historical projects across a 4 year cycle. Within Cycle A, children study the chronology of British history in the project ‘Through the Ages’. This project teaches children about the significance of prehistoric periods and the changes in Britain from the Stone Age to the Iron Age. During the Summer Term, children continue to develop their knowledge of the chronology of British history in the project ‘Emperors and Empires’. This project teaches children about the Roman Empire, its invasion of Britain and Britain’s ensuing Romanisation.

During Cycle B, children continue to learn about British history in the project ‘Invasion’. This project teaches children about the Roman withdrawal and the invasion and settlement of the Anglo-Saxons and Vikings. This project concludes at 1066, which meets the guidance from the national curriculum for British history. During the spring term, the children explore ancient history by studying the overview project ‘Ancient Civilisations’. This project enables children to learn about the achievements of the earliest civilisations, including Ancient Sumer, the Indus Valley Civilisation and Ancient Egypt.

During Cycle C, the children will build on their Key Stage One learning in the project ‘Magnificent Monarchs’ and will complete an in-depth historical study of the Tudor Dynasty. This projects allows children to learn about Henry VIII and his marriages, life and legacy. During the summer term, the children continue to build their knowledge of ancient civilisations with an in-depth study of the ancient and world history in the project ‘Groundbreaking Greeks’. This project enables children to explore life in Ancient Greece, including examining the achievements and influence of ancient Greece on the western world. In this project, children explore a range of African kingdoms, including the Kingdom of Benin, and study Britain’s role in the development, perpetuation and abolition of the slave trade.

During Cycle D, children return to studying British history through the project ‘Britain at War’. This project enables children to study the role war has played in Britain’s history since 1066, focusing on the First and Second World Wars as crucial turning points in British history. During the summer term, the children study and continue to develop their understanding of the more complex historical issues of enslavement, colonialism and power in the project Maafa.

Science

Science programmes of study in the national curriculum are assigned to year groups. However, this is not compulsory and instead they must be covered before the end of the phase. As our classes are not structured in single year groups, it would not be possible for us to teach science along these lines and so we run a two-year-rolling programme, e.g. Y2 content is taught to children when they are either in Y1 or Y2 and so on for KS1, and a four-year-rolling programme in KS2.

Physics is not formally introduced until Key Stage 2. However, in Key Stage 1, children have opportunities to explore natural phenomena, such as shadows. In our curriculum, the names of the science projects are matched to the national curriculum aspects, for example, Living things and their Habitats, Earth and Space. However, in Key Stage 1, the aspect of Animals, including Humans has been separated so that children study humans before expanding to explore animals. The science projects are sequenced to develop both children's substantive and declarative knowledge, and if possible, make meaningful links to other projects. For example, this year in KS2 Cycle C, the project Forces and Mechanisms is taught alongside the DT project Moving Mechanisms. These links allow for children to embed their substantive knowledge in new and often real-life contexts. The sequencing of projects ensures that children have the substantive knowledge and vocabulary to comprehend subsequent projects fully. Each project's place in the year has also been carefully considered. For example, projects that involve growing plants or observing animals are positioned at a suitable time of year to give children the best possible opportunity to make first-hand observations. Within all the science projects, disciplinary knowledge is embedded within substantive content.

Key Stage 1

One example is that children start the Autumn term with the project 'Human Survival', learning about the survival needs of humans, before expanding to study animals within their habitats in the project 'Habitats'. During Spring Term, in the project 'Animal Survival', children bring together learning from the autumn term, thinking about what animals need to survive. Building on prior learning, children learn about the uses of materials in the summer project 'Uses of Materials' and begin to understand changes of materials through simple physical manipulation, such as bending and twisting. The summer 'Plant Survival' project also explores survival, with children observing what plants need to grow and stay healthy.

In the alternate year, children begin the autumn term with 'Everyday Materials', linking this learning to the design and technology project 'Shade and Shelter'. In the 'Human Senses' project, they learn about parts of the human body and those associated with the senses. In the

spring project ‘Seasonal Changes’, they learn broadly about seasonal changes linked to weather, living things and day length. They revisit some of this learning in the following summer term project ‘Plant Parts’. They finish with the project ‘Animal Parts’, linking back to their knowledge about body parts and senses and identifying commonalities.

Key Stage 2

The KS2 science curriculum is arranged on a four-year rolling programme and where possible is linked to the overarching project each term. Depending on their Year Group at that time, the investigative skills will be built upon and practised through the experiments within each unit.

Cycle C – 2023-24

Having learned that animals and plants produce offspring in earlier projects and studied plant and animal life cycles through the main topic, ‘Sow, Grow and Farm’, children now focus on the human life cycle and sexual reproduction in the Autumn term project ‘Human Reproduction and Ageing’.

Children broaden their knowledge of forces, including gravity and air and water resistance, in the project ‘Forces and Mechanisms’. They link their learning to design and technology project, ‘Moving Mechanisms’, to explore various mechanisms and their uses. Their knowledge of gravity supports the project ‘Earth and Space’, so they can understand the forces that shape planets and our solar system. They also develop their understanding of day and night, first explored in the KS1 project ‘Seasonal Changes’.

In the big summer term project, ‘Properties and Changes of Materials’, children revisit much of their prior learning about materials’ properties and learn new properties, including thermal conductivity and solubility. To this point, children have learned much about reversible changes, such as melting and freezing, but now extend their learning to irreversible changes, including chemical changes.

Cycle D – 2024-25

In the project ‘Light Theory’, children recognise that light travels in straight lines from a source or reflector to the eye and explain the shape of shadows. Then, in the project ‘Evolution and Inheritance’, children learn about inheritance and understand why offspring are not identical to their parents. They also learn about natural selection and how this can lead to the evolution of a species. Science learning about classification is delivered through this Autumn term project.

In the Spring project, some children build their knowledge about electrical circuits from Lower KS2, while older children develop this further by now learning and recording standard symbols for circuit components and investigating the function of components and the effects of voltage on a circuit in the project 'Electrical Circuits and Components'.

The specific body system children learn about next is the circulatory system and its roles in transporting water, nutrients and gases in the summer term project 'Circulatory System'. This includes studying the heart as an organ plus making links with fitness and improving stamina.

Cycle A – 2025-26

Having learned about human body parts, the senses and survival while in Key Stage 1, children now focus on specific body systems and nutrition in Key Stage 2. They learn about the skeletal and muscular system in the project 'Skeletal and Muscular Systems'. This learning again links to other animals, with children identifying similarities and differences. Children also learn about healthy diets alongside the autumn term design and technology project 'Cook Well, Eatwell'.

In the spring term, properties of materials are revisited in the project 'Forces and Magnets', with children identifying magnetic materials and learning about the non-contact force of magnetism. They also begin to learn about contact forces, investigating how things move over surfaces. This learning is extended when 'Magnets' are revisited in Cycle C. Science learning about rocks and soils is delivered this term through the geography project 'Rocks, Relics and Rumbles'.

Children begin to link structure to function in the summer 'Plant Nutrition and Reproduction' project, identifying the plant parts associated with reproduction and water transport. Children finish cycle A with the project 'Light and Shadows', where they are explicitly introduced to the subject of light, with children learning about shadows and reflections, revisiting language, including opaque and transparent.

Cycle B – 2026-27

To start Cycle B, children learn about the digestive system, making comparisons to other animals, in the project 'Digestive System'. A further autumn term project 'Sound' introduces the concept of sound, with children identifying how sounds are made and travel. They learn and use new vocabulary, such as pitch and volume, and identify properties of materials associated with these concepts.

In the spring term project 'States of Matter', children learn about solids, liquids and gases and their characteristics. They understand how temperature drives change of state and link this learning to the project 'Misty Mountain, Winding River', in which children learn about the

water cycle. Up to this point, children have had many opportunities for grouping and sorting living things. In the project 'Grouping and Classifying', children recognise this as 'classification' and explore classification keys.

During the Summer term, children study electricity by creating and recording simple circuits in the project 'Electrical Circuits and Conductors'. They also build on their knowledge of the properties of materials, identifying electrical conductors and insulators. This is a unit that is revisited in Cycle D.

Throughout the science scheme, there is complete coverage of all national curriculum programmes of studies.

Modern Foreign Languages

As part of Modern Foreign Languages (MFL) children are taught and encouraged to develop an interest in learning languages in a way that is enjoyable and stimulating. We encourage children's confidence and creative skills and strive to stimulate a curiosity about language. Children are encouraged to learn about other cultures, where differences are appreciated and celebrated.

Children start learning French in Years 3 to 6, following the Rachel Hawkes scheme for French. The curriculum is designed to progressively develop children's skills in language learning, acquiring a growing bank of vocabulary and grammatical understanding organised around different topics.

We strive to embed the skills of listening, speaking, reading and writing skills necessary to enable children to use and apply their language learning in a variety of contexts and lay the foundations for future language learning. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences.

Children will acquire a growing vocabulary related to their year group. They will be able to engage in conversations in French of increasing complexity as they progress through the school. Children will have a growing understanding of the country and the culture. They will be able to link their learning in English to that in French using terms such as noun, determiner and verb for example.

All of this will contribute to the children being prepared for language learning at their secondary school.

Music

Our music rolling programme is based on The Charanga Resource. The Charanga music projects are well sequenced and progressive to provide a coherent subject scheme that integrates a practical, exploratory and child-led approach to musical learning. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Musical teaching and learning is not neat or linear; the units of work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables deeper learning and mastery of musical skills to suit the needs of all pupils in our mixed ages classes. The strands of musical learning are part of the learning spiral; over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts.

Since we are aware that the music/musical experiences that many of our pupils are exposed to outside of school are limited, we complement the use of Charanga music units in our weekly music lessons, to frequently expose children to a broad range of music and varied musical experiences, in which our pupils are able to practise the skills and knowledge taught. These include:

- Daily Collective Worship – Music is carefully selected for children to listen and appraise at this time and the teaching of singing/singing practice is included during assembly time.
- Daily 'Music That...' - To broaden the range of music which children listen to and give them a short listening experience each day, each class listens to a piece of music at some point every day. This may be as children arrive, whilst tidying up music or during fruit time etc. There is a theme for each week.
- Monthly Composer of The Month – Each month a composer is selected and the children are exposed to a variety of these pieces, as well as learning about the context/history.
- Termly performances – These may be linked to Charanga units or school wide productions such as the nativity.

Learning progression

Depth of learning through Charanga Musical School

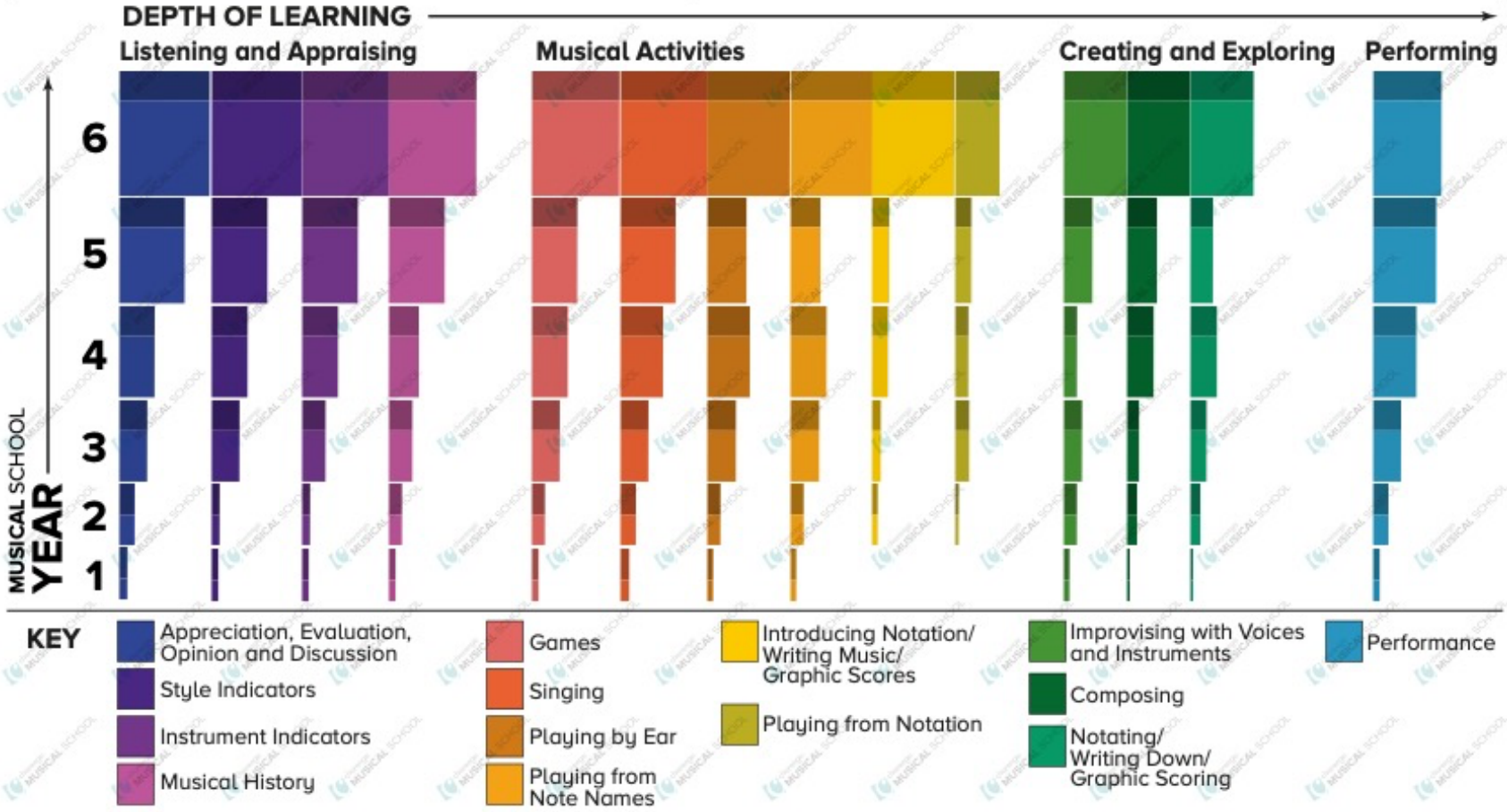
charanga MUSICAL SCHOOL

National Curriculumn 2014:

"...learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence..."

"Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory."

"Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression."



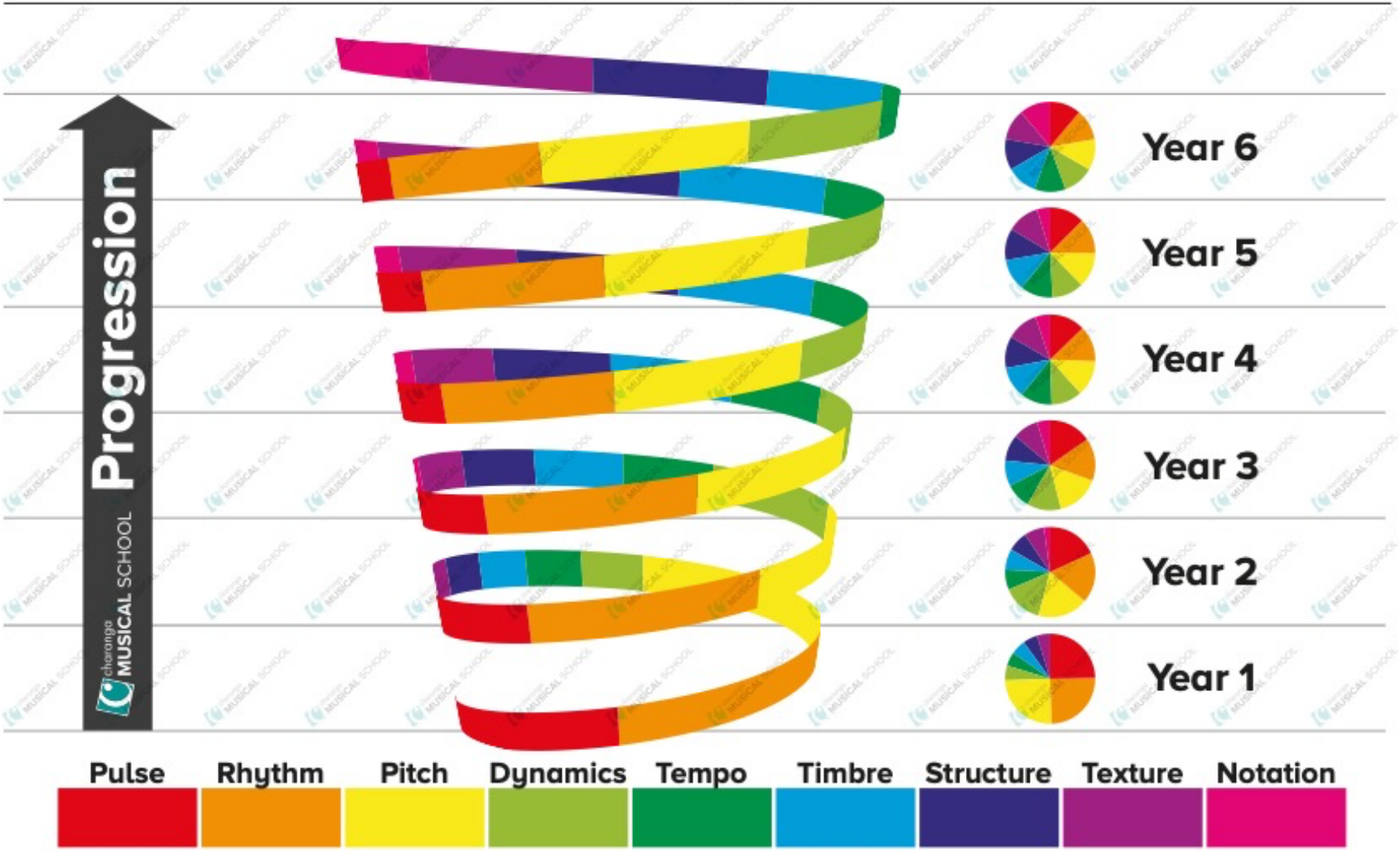
The Interrelated Dimensions of Music

Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



In EYFS, Key Stage 1 and Key Stage 2, the learning consists of six half-termly units of work. The teaching of this project in Years 1 and 2 enables children to be introduced to, and then revisit, pulse, rhythm and pitch, and provides plentiful opportunities for children to explore these through different pieces of music. The final unit in each year – 'Reflect, Rewind and Replay' - allows for revision and more extension activities.

Year 1 begins by exploring body percussion, instruments and their voices, and being able to move in time with a steady beat/pulse, and also clap back simple long and short rhythms, and sing back simple high and low patterns. In Year 2, the projects expand children's musical horizons to study a more comprehensive range of musical techniques. For example, understanding the difference between creating a rhythm pattern and a pitch pattern and then beginning to apply this. Children will also be exploring emotions through music and drawing on their musical vocabulary and understanding to explain their thoughts (such as pulse, rhythm, pitch and tempo).

In Key Stage 2, each autumn term begins with 'Writing Music Down'. The teaching of this project enables children to build on their previous understanding of Composition and further develop their expertise. Children expand their experiences to study a broader range of musical techniques, artists and genres. Children explore and improvise with minor and major scales, using the notes: C,D,E / D,E,A / F,G,A / D,F,G. They also begin to study time signatures of 2/4, 3/4, and 4/4. They also begin to listen and copy rhythmic or melodic patterns by ear or from notation, as well as improvising rhythmic patterns using minims, crotchets, quavers, semibreves, dotted crotchets and their equivalent rests. Children will continue to explore emotions through music and draw on their musical vocabulary and understanding to explain their thoughts and why they like/dislike certain pieces.

In Upper Key Stage 2, the projects expand children's musical horizons to study a more comprehensive and specialised range of musical techniques. For example, exploring the time signatures of 5/4 and 6/6. Children explore and improvise with minor and major scales, using the notes: C,D,E,F,G,A, F♯,B♭, and C♯. They also begin to listen and copy more complex rhythmic or melodic patterns by ear or from notation, as well as improvising more complex rhythmic patterns using dotted quavers, triplet quavers, semiquavers.

Children will continue to explore emotions through music and drawing on their musical vocabulary (e.g., texture) and understanding to explain their thoughts and why they like/dislike certain pieces, and discussing the structure of the music, referencing the verses, bridge, repeat signs, chorus and final chorus, improvisation, instrumental breaks, call and response, and AB form. Children will also be able to identify instruments by ear, through a range of media: bass guitar, electric guitar, percussion; sections of the orchestra – brass, woodwind, strings, electric organs, piano and synthesisers; and vocal techniques (e.g., scat singing). Children will also be able to identify the sounds of a gospel choir and soloist, a rock band, a symphony orchestra, and acapella groups.