



Academic Progress

Reading, Writing and Maths
Pupils expected to maintain or improve their EYFS attainment in KS1

Personal Development

Determined and Resilient
Resourceful
Reflective and Self-Improving
Risk Taker
Relationship Builder

Creative Development

Imaginative
Purposeful
Creative
Innovative
Adaptive
Connection Builder

Community Engagement

Responsibility
Participation
Social Action

| School Drivers | |
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| Community | Aspiration |

| Curriculum | | | | | |
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| British History | Inspirational People | Space | Amazing Authors | Ancient Worlds | Around the World |
| Normans to Tudors Community-coming together again as a community. Aspiration-coping with change | Martin Luther King, Rosa Parks, Nelson Mandela Community-How our community inspires us. Aspiration-standing up for beliefs | Galileo/Copernicus (challenging theories- sun at centre of universe) Community – engagement in an environmental project Aspiration- reaching goals/for the stars | Community- Michael Foreman (from Lowestoft) War boy and After the war was over Anne Fine- Bill's New Frock Aspiration- overcoming stereotype and differences. | Mayan civilisation Community – marketing products, visiting farm shop Aspiration- entrepreneurship | India Community – fair trade Aspiration-fairness & equality – be |
| Reading Goals – throughout the year | | | | | |
| Read words accurately This concept involves decoding and fluency. | | | Understand texts This concept involves understanding both the literal and more subtle nuances of texts. | | |
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| Class readers – First Day Jitters, The girl who never made mistakes Ruby's worry | | Class readers- Bills New frock A galaxy of her own: Amazing Stories of Women in Space It's one giant leap for all boy-kind by Frank Cottrell Boyce | | Class readers – The boy, the mole, the fox and the horse Charlie & the chocolate factory | |
| To be covered throughout the year (ongoing): Draw inferences from reading. <ul style="list-style-type: none"> • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text. | | | | | |

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| Writing Goals – throughout the year | | | | | |
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| Transcriptions- ongoing throughout Present Neatly – developing an understanding of handwriting and clear presentation Spell Correctly – understanding the need for accuracy Punctuate Accurately – understanding that punctuation adds clarity to writing | | Composition Write with Purpose – understanding the purpose(s) of a piece of writing Use Imaginative Description – developing an appreciation of how best to convey ideas through description Organise Writing Appropriately – developing an appreciation of how best to convey ideas Use Paragraphs – understanding how to group ideas so as to guide the reader Use Sentences Appropriately – using different types of sentences appropriately for both clarity and for effect | | Analysis and Presentation Analysis Writing – understanding how grammatical choice give effect and meaning to writing Present Writing – learning to reflect upon writing and reading it aloud to others | |
| <ul style="list-style-type: none"> • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. • Use prefixes and suffixes and understand how to add them. • Spell homophones correctly. • Spell correctly often misspelt words. • Place the possessive apostrophe accurately in words with regular plurals (for example, girls’, boys’) and in words with irregular plurals (for example, children’s). • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Develop understanding of writing concepts by: <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, adverbs and prepositions to express time and cause. • Using fronted adverbials. • Indicate grammatical and other features by: <ul style="list-style-type: none"> • Using commas after fronted adverbials. • Indicating possession by using the possessive apostrophe with plural nouns. • Using and punctuating direct speech. | | <ul style="list-style-type: none"> • Use the main features of a type of writing (identified in reading). • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve. • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting. • Organise paragraphs around a theme. • Sequence paragraphs. • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> • conjunctions • adverbs • direct speech, punctuated correctly • clause Adverbial phrases | | <ul style="list-style-type: none"> • Read aloud writing to a group or whole class, using appropriate intonation. Use and understand grammatical terminology when discussing writing and reading: Year 3 <ul style="list-style-type: none"> • word family, conjunction, adverb, preposition, direct speech, inverted commas (or ‘speech marks’), prefix, consonant, vowel, clause, subordinate clause. Year 4 <ul style="list-style-type: none"> • pronoun, possessive pronoun, adverbial. | |
| Narrative- Key Learning Outcome: To write own story in a ‘traditional’ style The most wonderful thing in the world. Non fiction – Chronological Key Learning Outcome: To write a chronological sequence of reports on an historic event (which could be personal), with the option of writing one or more linked sections: an introduction to ‘set the scene’; information on a feature that changed over time; short biographical entries; short entries on places of significance to the event. | Biographies- Key Learning Outcome: To write a biography of a famous person, choosing elements of layout, presentation and language to match the chosen personality and their achievements Narrative- Key Learning Outcome: To write the story of the Christmas Calamity | The way back home (literacy shed) Key Learning Outcome: To write a diary entry To write setting descriptions. -noun phrases, paragraphs, similes, | Key Learning Outcome: To write an additional chapter for the book in the style of the author or to write a short story in which a character is transformed into a contrasting character and the issues they have to deal with. Bills New frock | Persuasion – marketing for a chocolate bar – advert Instructional writing – how to make a chocolate bar Narrative – day of the dead (literacy shed) Showing distinct mood changes between the party atmosphere and the cemetery, | Stories from other cultures- Just so Stories – Outcome: to write their own story in the style of Just So Stories. Non-fiction: Information page on India’s religion |
| Science Goals | | | | | |

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| Working scientifically Work scientifically- This concept involves learning the methodologies of the discipline of science. | | Biology Understand plants- This concept involves becoming familiar with different types of plants, their structure and reproduction. Understand animals and humans- This concept involves becoming familiar with different types of animals, humans and the life processes they share. Investigate living things- This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes. Understand evolution and inheritance- This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct. | | Chemistry Investigate materials- This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed. | | Physics Understand movement, forces and magnets- This concept involves understanding what causes motion. Understand the Earth's movement in space- This concept involves understanding what causes seasonal changes, day and night. Investigate light and seeing- This concept involves understanding how light and reflection affect sight. Investigate sound and hearing- This concept involves understanding how sound is produced, how it travels and how it is heard. Understand electrical circuits- This concept involves understanding circuits and their role in electrical applications. | | | | | | | | |
| Investigate sound and hearing- This concept involves understanding how sound is produced, how it travels and how it is heard. | | Investigate light and seeing- This concept involves understanding how light and reflection affect sight. | | Understand the Earth's movement in space- This concept involves understanding what causes seasonal changes, day and night. | | Understand animals and humans- This concept involves becoming familiar with different types of animals, humans and the life processes they share. | | Understand evolution and inheritance- This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct. | | Investigate materials- This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed. | | | | |
| <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear | | <ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change. | | <ul style="list-style-type: none"> Describe the movement of the Earth relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. | | <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Identify that humans and some animals have skeletons and muscles for support, protection and movement. | | <ul style="list-style-type: none"> Identify how plants and animals, including humans, resemble their parents in many features. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Identify how animals and plants are suited to and adapt to their environment in different ways. | | Rocks and Soils <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their simple, physical properties. Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. Recognise that soils are made from rocks and organic matter | | | | |
| History Goals | | | | | | | | | | | | | | |
| Investigate and Interpret the Past Understanding that our understanding of the past comes from an interpretation of the available evidence. | | | Build an Overview of World History An appreciation of the characteristic features of the past and an understanding that life is different for different sections of society | | | Understand Chronology The concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places. | | | Communicate Historically This concept involves using historical vocabulary and techniques to convey information about the past. (Taught throughout the year across all topics) | | | | | |
| Build an Overview of World History An appreciation of the characteristic features of the past and an understanding that life is different for different sections of society Normans to Tudors | | | Investigate and Interpret the Past Understanding that our understanding of the past comes from an interpretation of the available evidence. Inspirational people | | | Investigate and Interpret the Past Understanding that our understanding of the past comes from an interpretation of the available evidence. SPACE Galileo/Copernicus (challenging theories- sun at centre of universe)- | | | Build an Overview of World History An appreciation of the characteristic features of the past and an understanding that life is different for different sections of society Amazing Authors | | | Understand Chronology The concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places. Ancient Worlds and Around the World | | |
| <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. | | | <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. | | | <ul style="list-style-type: none"> Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. | | | <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. | | | <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. | | |

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| <ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | | | | |
| Geography Goals | | | | |
| Investigate places This concept involves understanding the geographical location of places and their physical and human features. | | Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported. | | Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques. |
| | Investigate places This concept involves understanding the geographical location of places and their physical and human features. | Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques. | | Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported. |
| Castle defences and settlement location: <ul style="list-style-type: none"> Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. <ul style="list-style-type: none"> Describe how the locality of the school has changed over time. | Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. | <ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of these characteristics of these geographical areas. | <ul style="list-style-type: none"> Name and locate the counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of Europe and identify their main physical and human characteristics. | <ul style="list-style-type: none"> Describe geographical similarities and differences between countries. Describe key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use. Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. |
| Art & Design Goals | | | | |
| Develop ideas This concept involves understanding how ideas develop through an artistic process. | | Master techniques This concept involves developing a skill set so that ideas may be communicated. | | Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history. |
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| | Painting - Van Gough Local Artist Study – Mary Southwold <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. | Drawing. Contrast art-night/day. Seasons <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. <ul style="list-style-type: none"> Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. | Digital art - create own book/ cartoon comic strip <ul style="list-style-type: none"> Create images, video and sound recordings and explain why they were created. | <ul style="list-style-type: none"> Indian block printing <ul style="list-style-type: none"> Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns. Rangoli patterns <ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. |

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| | | <ul style="list-style-type: none"> • Use hatching and cross hatching to show tone and texture. | | | |
| Design & Technology Goals | | | | | |
| Master practical skills This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed as appropriate for your school). | | Design, make, evaluate and improve This concept involves developing the process of design thinking and seeing design as a process. | | Take inspiration from design throughout history This concept involves appreciating the design process that has influenced the products we use in everyday life. | |
| Design, make, evaluate and improve This concept involves developing the process of design thinking and seeing design as a process. Take inspiration from design throughout history This concept involves appreciating the design process that has influenced the products we use in everyday life. | Design, make, evaluate and improve This concept involves developing the process of design thinking and seeing design as a process. | Master practical skills - ongoing This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed as appropriate for your school). | | Design, make, evaluate and improve This concept involves developing the process of design thinking and seeing design as a process. | Design, make, evaluate and improve This concept involves developing the process of design thinking and seeing design as a process. |
| Mechanics-Design and make a machine to defend/attack - catapults <ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. | Food- make pottage <ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). | | Digital art - create own book/ cartoon comic strip Control and monitor models using software designed for this purpose. | Design-Mayan masks <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. Food- make own chocolate bar <ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). | Textiles-Block printing onto fabric- make a bag <ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. |
| Computing Goals | | | | | |
| Code This concept involves developing an understanding of instructions, logic and sequences. | | Connect This concept involves developing an understanding of how to safely connect with others. | | Communicate This concept involves using apps to communicate one's ideas. | |
| Collect This concept involves developing an understanding of databases and their uses. | | Code This concept involves developing an understanding of instructions, logic and sequences. | | Communicate This concept involves using apps to communicate one's ideas. | |
| Communicate This concept involves using apps to communicate one's ideas. | | Code This concept involves developing an understanding of instructions, logic and sequences. | | Collect This concept involves developing an understanding of databases and their uses. | |
| Connect This concept involves developing an understanding of how to safely connect with others. | | Code This concept involves developing an understanding of instructions, logic and sequences. | | Communicate This concept involves using apps to communicate one's ideas. | |
| Research <ul style="list-style-type: none"> • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. | | Sound <ul style="list-style-type: none"> • Create and edit sounds. Control when they are heard, their volume, duration and rests. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. | | Motion <ul style="list-style-type: none"> • Use specified screen coordinates to control movement. Draw <ul style="list-style-type: none"> • Control the shade of pens. | |
| Powerpoint <ul style="list-style-type: none"> • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. | | <ul style="list-style-type: none"> • Devise and construct databases using applications designed for this purpose in areas across the curriculum. | | <ul style="list-style-type: none"> • Contribute to blogs that are moderated by teachers. • Understand that comments made online that are hurtful or offensive are the same as bullying. • Give examples of the risks posed by online communications. | |
| Language Goals | | | | | |
| Read fluently This concept involves recognising key vocabulary and phrases. | | Write imaginatively This concept involves using key vocabulary and phrases to write ideas. | | Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas. | |
| | | | | Understand the culture of the countries in which the language is spoken This concept involves the background knowledge and cultural capital needed to infer meaning from interactions. | |

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| Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas. | Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas. | Read fluently This concept involves recognising key vocabulary and phrases. | Write imaginatively This concept involves using key vocabulary and phrases to write ideas. | Understand the culture of the countries in which the language is spoken This concept involves the background knowledge and cultural capital needed to infer meaning from interactions. |
| <ul style="list-style-type: none"> Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. Ask and answer simple questions and talk about interests. Take part in discussions and tasks. Demonstrate a growing vocabulary. | <ul style="list-style-type: none"> Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. Ask and answer simple questions and talk about interests. Take part in discussions and tasks. Demonstrate a growing vocabulary. | <ul style="list-style-type: none"> Read and understand the main points in short written texts. Read short texts independently. Use a translation dictionary or glossary to look up new words. | <ul style="list-style-type: none"> Write a few short sentences using familiar expressions. Express personal experiences and responses. Write short phrases from memory with spelling that is readily understandable. | <ul style="list-style-type: none"> Describe with some interesting details some aspects of countries or communities where the language is spoken. Make comparisons between life in countries or communities where the language is spoken and this country. |

Religious Education Goals

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| Understand beliefs and teachings This concept involves understanding the key teachings of various religions. | Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions. | Understand how beliefs are conveyed This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs. | Reflect This concept involves an appreciation of how religion plays an important role in the lives of some people. | Understand values This concept involves an appreciation of how many people place values as an important aspect of their lives. | |
| Understand values This concept involves an appreciation of how many people place values as an important aspect of their lives. | Understand beliefs and teachings This concept involves understanding the key teachings of various religions. | Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions. | Reflect This concept involves an appreciation of how religion plays an important role in the lives of some people. Understand how beliefs are conveyed This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs. | Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions. | Understand beliefs and teachings This concept involves understanding the key teachings of various religions. |
| <ul style="list-style-type: none"> Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Discuss and give opinions on stories involving moral dilemmas. <p style="text-align: center;">Stories from the Bible</p> | <ul style="list-style-type: none"> Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers. <p style="text-align: center;">Islam</p> | <ul style="list-style-type: none"> Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals. <p style="text-align: center;">Christianity</p> | <ul style="list-style-type: none"> Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers. Identify religious symbolism in literature and the arts. <p style="text-align: center;">Christianity</p> | <ul style="list-style-type: none"> Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals. <p style="text-align: center;">Hinduism</p> | <ul style="list-style-type: none"> Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers. <p style="text-align: center;">Hinduism</p> |

Music Goals

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| Perform This concept involves understanding that music is created to be performed. | Compose This concept involves appreciating that music is created through a process which has a number of techniques. | Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them. | Describe music This concept involves appreciating the features and effectiveness of musical elements. |
| Perform This concept involves understanding that music is created to be performed. Transcribe | Perform This concept involves understanding that music is created to be performed. | Compose This concept involves appreciating that music is created through a process which has a number of techniques. | Describe music This concept involves appreciating the features and effectiveness of musical elements. |
| Perform This concept involves understanding that music is created to be performed. | Perform This concept involves understanding that music is created to be performed. | Compose This concept involves appreciating that music is created through a process which has a number of techniques. | Describe music This concept involves appreciating the features and effectiveness of musical elements. |
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| Perform This concept involves understanding that music is created to be performed. | Perform This concept involves understanding that music is created to be performed. | Compose This concept involves appreciating that music is created through a process which has a number of techniques. | Describe music This concept involves appreciating the features and effectiveness of musical elements. |

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| This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them. | | Describe music This concept involves appreciating the features and effectiveness of musical elements. | | techniques and a language for communicating them. | Perform This concept involves understanding that music is created to be performed. |
| Recorders – green sleeves <ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. | Christmas Carols <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. | Space Music – Holst's Planets <ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. | John Williams & Hamzimmer – soundtracks <ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. | Recycled instruments creation, composition and performance (Mexican hat dance) <ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. | End of year performance. Traditional Indian Music. <ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. |

Primary Entitlement Goals

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| Personal Development Determined and Resilient Resourceful Reflective and Self-Improving Risk Taker Relationship Builder | | Creative Development Imaginative Purposeful Creative Innovative Adaptive Connection Builder | | Community Engagement Responsibility Participation Social Action | |
| Begin to learn a new language. | Engage in Philosophy | Learn how to stay safe using the internet and social media. Go to a concert or show. | Lead a presentation to the class. | Learn a range of words associated with manners and kindness. | Aspire to do something once you've left school. |

Scouting Badges

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| Cubs: Navigator Stage 1 Road Safety | Fire Safety | Astronomer Staged Snow Sports (EV to Ipswich Ski Centre) | Digital Maker | Naturalist | International |
| Beavers: Navigator Stage 1 | Digital Maker | Space | Safety (EV to Clip 'n' Climb) | Gardener | Camp Badge |