

Year 1 Long Term Overview 2026-2027

Half Term	Autumn 1-8 Weeks	Autumn 2-7 Weeks	Spring 1-6 Weeks	Spring 2-5 Weeks	Summer 1-7 Weeks	Summer 2-7 Weeks
Combs Connections	<i>Understanding People and Places</i>	<i>Human History and Civilisation</i>	<i>The Changing Physical World</i>	<i>Humans Create and Believe</i>	<i>People and the Planet</i>	<i>Our Community Story</i>
Enquiry Question	GEOGRAPHY What is our local area like?	HISTORY How have toys changed?	GEOGRAPHY What is the United Kingdom?	HISTORY How did the first flight change the world?	GEOGRAPHY Is Combs Wood the same as the Amazon Rainforest?	HISTORY How has Combs Ford changed?
Educational visits/events/enrichment 	Visit to Church (RE) 5/10/26 PSCO visit 1/10/26 Local Area Walk (Geography) 12/10/26	Toys workshop from Food Museum (History) (ideally in school) (£) 17/11/25 Christmas Concert 16/12 (pm) 17/12/25 (am)		Colchester Zoo (Science) (£) 18/3/26	Combs Wood Walk (Geography) 11/5/26 Sports Day 19/5/26	Reserve Sports Day 10/6/26 Felixstowe Trip (Writing) (£) 23/6/26 KS1 PE Festival 25/6/26 ?TBC
Parental Engagement Event 	Mystery Reader Phonics lesson & information session 21/10/26	Mystery Reader	Mystery Reader Curious Quests (inventuring) lesson 15/1/26	Mystery Reader PSC information session 4/3/26 @ 2:45 DT Day helping 23/3/26	Mystery Reader Maths Café 21/4/26 HH- 9-10 Sq- 10-11	Mystery Reader DT Day helping 13/7/26
RRSA	         					
	Unit Content	Unit Content	Unit Content	Unit Content	Unit Content	Unit Content
Reading  Text choices will change	Perfectly Norman What Makes Me A Me We're All Wonders In Every House on Every Street Martha Maps It Out	Lost in the Toy Museum Stanley's Stick Corduroy The Lost Property Office	The UK (Non Fiction) Goblins (Poetry) No, Nancy, No No Such Thing As Nessie	The Way Back Home Emma Jane's Aeroplane Amelia Earhart Little People Big Dream	"Slowly, Slowly, Slowly," Said the Sloth Maya's Walk Into the Wild Rainforests	Lighthouse Keepers Lunch Rainbow Fish Seaside Poems Oliver's Fruit Salad

to make curriculum links	My New Home Building A Home Home	Naughty Bus The Toy Bus Santa's New Sleigh	The Tall Tale of the Giant's Causeway	Paper Planes The Sound Collector	Ruby Finds a Worry There's a rang tan in my bedroom	Three Little Wolves and the Big Bad Pig
Writing 	Drawing Club	Curious Quests	Curious Quests	Curious Quests	Curious Quests	Curious Quests
Maths 	Place value (within 10) Addition & Subtraction to 10	Addition & Subtraction to 10 Shape	Place Value (within 20) Addition and subtraction (within 20)	Place Value (within 50) Length and height Mass and volume	Multiplication and division Fractions	Geometry – Position and direction Place value (within 100) money Time
Science 	Human Body • The body has lots of parts. • Each part of the body has a name. • Most bodies have a head, neck, arms, elbows, hands, legs, knees, feet, face, ears, eyes, nose, hair, mouth and teeth. • The body has lots of parts. • Each part of the body has a name. • Most bodies have a head, neck, arms, elbows, hands, legs, knees, feet, face, ears, eyes, nose, hair, mouth and teeth. • Humans use their eyes to see • You can see when there is light. • You cannot see in the dark.	Materials • Objects are made from different materials. • Materials can have different textures. • There are different types of rock. • Rocks come in different shapes, sizes and textures. • Rocks can be used to build things, such as walls or buildings. • Objects are made from different materials. • Objects can be made from different materials depending on what they are used for. • When water freezes, it turns to ice. • When ice melts, it turns to water.	Animals • Mammals have fur or hair on their bodies. • Some mammals can be kept as pets. • Some mammals live in the wild. • Birds have beaks, wings and feathers. • Some birds can fly. • Some birds cannot fly. • Some birds can swim. • Some birds cannot swim. • Fish live in water. • Some fish have scales on their bodies. • Fish have fins to help them swim. • Most fish have gills that help them breathe underwater. • Amphibians live on land and in water.	Animals (continued) See Spring 1 Caring for the Planet • Everyone should look after the planet. • Some actions help the Earth. • Some actions harm the Earth. • Looking after the planet helps to care for humans, other animals and plants. • Everyone should look after the planet. • Some actions are helpful for the Earth. • Some actions are harmful for the Earth. • Looking after the planet helps to care for humans, other animals and plants.	Plants • Plants have many parts. • Each plant part has a name. • Flowering plants have flowers, stems, roots and leaves • Trees are a type of plant. • Trees can be different shapes and sizes. • Trees have roots, a trunk, branches and leaves. • Some trees have fruit. • Wildflowers have not been chosen by humans to grow in their garden. • Most wildflowers have not been planted by humans. • Garden plants have been chosen by	Planting C • The stem will grow in length as the plant grows. • The plant will grow new leaves. • The roots will become longer. • A plant is a living thing that usually grows in soil. • Some plants have roots, a stem, leaves and flowers. • A seed can be planted to grow into a new plant. • In summer, the weather is warmer so seeds and plants can grow outside Growing and Cooking • Some fruit and vegetables can be grown for food.

	• Some people cannot see. • Humans use their ears to hear sounds. • When sounds are quiet, they can be harder to hear. • When sounds are loud, they are easier to hear. • The tongue helps humans to taste. • The tongue is in the mouth. • There are five basic tastes – sweet, salty, sour, bitter and savoury. • The skin is the part of the body that helps us to sense touch. • Skin covers the whole body. • We can sense touch using different parts of the body. • The nose helps us to sense smell. • The nose is on the face. • Some objects have a stronger smell than others. Seasonal Change • There are four seasons in a year • The seasons are spring, summer, autumn and winter • In autumn, the hours of daylight	• Some materials float in water. This means they stay at the top. • Some materials sink in water. This means they fall to the bottom. Seasonal change • There are four seasons in a year. • The seasons are spring, summer, autumn and winter • In winter there are fewer hours of daylight and the nights are longer • The weather is often colder in winter.	• Amphibians have webbed feet. • Frogs, toads and newts are amphibians. • Reptiles have dry skin. • Reptiles have scales on their bodies. • Lizards, snakes, crocodiles and turtles are reptiles. • There are different types of animals. • Animals have different features. • Some animals are carnivores. • Carnivores eat other animals. • Many carnivores have sharp teeth and claws. • Some animals are herbivores. • Herbivores eat plants including grass, fruits and vegetables. • Some herbivores eat seeds and nuts. • Herbivores have flat teeth for chewing plants. • Omnivores eat other animals and plants. • Some animals are carnivores. • Some animals are herbivores. • Some animals are omnivores.	Seasonal Changes There are four seasons in one year. • The season names are spring, summer, autumn and winter. • In spring, plants start to grow. • In spring, some trees regrow their leaves. • In spring, there are more hours of daylight and the nights start to become shorter. • The weather often changes quickly in spring	humans to grow in their gardens. • Wildflowers have not been chosen by humans to grow in their garden. • Most wildflowers have not been planted by humans. • Garden plants have been chosen by humans to grow in their gardens. • There are different plants in our local area. • Deciduous trees lose their leaves in autumn. • Horse chestnut, sycamore and oak trees are all deciduous. • Evergreen trees keep their leaves all year round. • Some trees are evergreen. • Holly and pine trees are evergreen. • Evergreen trees keep their green leaves all year round. • Common evergreen trees include holly and pine trees. • Deciduous trees lose their leaves in autumn. • Common deciduous trees include horse chestnut and oak trees.	• Farmers are people who grow crops to be used as food. • Fruit is the part of a flowering plant that contains seeds. • Vegetables are parts of plants that you can eat. Usually the stems, leaves and roots. • Many plants have parts that humans can eat. • Crops are plants that farmers grow to be eaten. • Much of the food we eat comes from crops. Seasonal Changes • There are four seasons in one year. • The seasons are spring, summer, autumn and winter. • Summer is usually the warmest season. • There are the most daylight hours in summer and the nights are shorter. • Many plants grow in summer. • There are more animals active in summer. • Summer is usually warmer than spring. • Summer is normally the warmest season.
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	start to become shorter and the nights start to become longer. • Some trees lose their leaves in autumn • The weather often changes in autumn.		Planting A • A plant is a living thing that usually grows in soil. • Some plants have roots, a stem, leaves and flowers. • A seed can be planted to grow into a new plant. • Some seeds can be planted in winter but must be kept warm to grow.		• Leaves that grow on deciduous trees change colour in autumn. Planting B • A plant is a living thing that usually grows in soil. • Some plants have roots, a stem, leaves and flowers. • A seed can be planted to grow into a new plant. • The stem will grow in length. • The plant will grow new leaves. • The roots will become longer. • In spring, the weather is usually warmer and plants can grow outside.	• There are more hours of daylight in summer and the nights are shortest. • There are four seasons in one year. • Winter is usually the coldest season. • Summer is usually the warmest season. • Some trees start to lose their leaves in autumn. • Some trees lose all their leaves in winter. • Plants begin to flower in spring.
	Working scientifically: Human Body Asking simple questions and recognising that they can be answered in different ways Using their observations and ideas to suggest answers to questions. Performing simple tests.	Working scientifically: Materials Identifying and classifying. Observing closely, using simple equipment. Performing simple tests. Gathering and recording data to help	Working scientifically: Animals Asking simple questions and recognising that they can be answered in different ways. Gathering and recording data to help in answering questions. Identifying and classifying.	Working scientifically: Animals (continued) See Spring 1 Caring for the Planet Explore the world around them and raise their own questions Using their observations and ideas to suggest answers to questions.	Working scientifically: Plants Identifying and classifying. Observing closely, using simple equipment. Gathering and recording data to help in answering questions.	Working scientifically: Planting C Observing closely, using simple equipment. Gathering and recording data to help in answering questions. Growing and Cooking Asking simple questions and

	Seasonal Change Asking simple questions and recognising that they can be answered in different ways. Gathering and recording data to help in answering questions.	in answering questions. Using their observations and ideas to suggest answers to questions. Seasonal change Asking simple questions and recognising that they can be answered in different ways Gathering and recording data to help in answering questions.	Using their observations and ideas to suggest answers to questions. Planting A Asking simple questions and recognising that they can be answered in different ways.	Seasonal Changes Asking simple questions and recognising that they can be answered in different ways. Gathering and recording data to help in answering questions.	Using their observations and ideas to suggest answers to questions Planting B Observing closely, using simple equipment. Gathering and recording data to help in answering questions.	recognising that they can be answered in different ways. Using their observations and ideas to suggest answers to questions. Seasonal Changes Asking simple questions and recognising that they can be answered in different ways. Gathering and recording data to help in answering questions. Using their observations and ideas to suggest answers to questions.
History 		How have toys changed? - Toys have existed for thousands of years and have been made out of many different materials. - Victorian toys were often made of wood. Poorer children would have played with homemade toys.		How did the first flight change the world? -Understand the difference between fact and myth -Find out about the ways humans have tried to fly in the past. -Recall some key facts about the Wright brothers		How has Combs Ford changed? What can we learn by looking at buildings and roads? Can you identify the buildings in the photographs, what can you learn from looking at them? How has Combs Ford changed over the years?

		- Modern toys are usually made of plastic because it is safer and easier to make things with. - Many modern toys work using electricity. - Toys have changed over time. Toys that grandparents played with are very different to the toys that children play with now.		-Think about how people may have reacted at the event of the first flight -What were the main events in the history of flight? -Understand the concept of how a plane flies, compare new planes to old, how are they different. -How has the invention of planes changed people live?		How could it change in the future?
		Disciplinary skills: Continuity and Change - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. Similarities and Differences		Disciplinary skills: Continuity and Change -Begin to identify old and new things across periods of time through pictures, photographs and objects. -Begin to understand that some things change and some things stay nearly the same.		Disciplinary skills: Continuity and Change - Identify key things that stayed the same between periods. - Identify key things that changed between periods. Historical Significance - Identify historically significant people and events from a period of history and give some detail about what they did or what happened. Similarities and Differences

		- Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. - Identify that some things within living memory are similar and some things are different. - Recognise some similarities and differences between the past and the present.		Similarities and Differences -Identify that some things within living memory are similar and some things are different. -Recognise some similarities and differences between the past and the present. Historical Significance -Explain reasons why someone might be significant. -Talk about why the event or person was important and what changed/happened.		-Identify that some things within living memory are similar and some things are different. -Recognise some similarities and differences between the past and the present.
Geography 	What is our local area like? · I can use a range of basic geographical vocabulary to refer to human and physical features · I can ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do		What is the United Kingdom? · I can name and locate the four countries of the United Kingdom · I can locate hot and cold areas of the world in relation to the Equator and North or South Poles · I can use a range of basic geographical vocabulary to refer to		Is Combs Wood the same as the Amazon Rainforest? · I can identify basic similarities and differences in human and physical geography between a small area in the U.K (Combs Ford) and a non-European country.	

	people do in this place?)		human and physical features · I can begin to locate hot and cold areas of the world in relation to the Equator and North and South Poles		· I can begin to identify seasonal patterns · I can begin to locate and describe hot and cold areas of the world in relation to the Equator and North and South Poles · I can continue to broaden my understanding of the wider world and compare these locations to my own.	
	Disciplinary skills: · I can begin to use maps · I can use aerial photographs to recognise basic human and physical features · I can use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment · I can use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map		Disciplinary skills: · I can begin to recognise landmarks · I can use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map		Disciplinary skills: · I can begin to use maps, atlases and globes to identify studied regions · I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features · I can use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	
Art 		Spirals Knowledge: Understand drawing is a physical activity. Spirals		Watercolour Knowledge: Understand watercolour is a media which uses		Birds Knowledge: Understand that sculpture is the name

		Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.		water and pigment. Exploring Watercolour Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.		sometimes given for artwork which exists in three dimensions. Making Birds Understand the meaning of "Design through Making" Understand collage is the art of using elements of paper to make images. Understand we can create our own papers with which to collage. Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects.
		Disciplinary skills: Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Use colour (pastels, chalks) intuitively to develop spiral drawings. Practice observational drawing Explore mark making Develop experience of primary and secondary colours Practice observational drawing		Disciplinary skills: Explore watercolour in an intuitive way to build understanding of the properties of the medium. Paint without a fixed image of what you are painting in mind. Respond to your painting, and try to "imagine" an image within. Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. Develop experience of primary and secondary colours		Disciplinary skills: Use a combination of two or more materials to make sculpture. Use construction methods to build. Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Pupils draw from paused film, observing detail

		Explore mark making work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Some children may feel able to share their response about work.		Explore mark making Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Some children may feel able to share their response about work.		using pencil, graphite, handwriting pen. Practice observational drawing Explore mark making Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Some children may feel able to share their response about work.
All Art units should cover Articles 31 and 13. A31 - The right to access culture and arts. Article 13 - the right to share thoughts freely and creatively through art.						
Computing 	Digital Literacy – Beebots Online Safety		Information Technology – Using a computer Online Safety		Information Technology – Typing Skills Online Safety	
All computing units should cover the right to be protected from online abuse A34, A35, A36 and the right to education and how to use computers A28, A29						
DT 				Puppets Knowledge: To know that 'joining technique' means connecting two pieces of material together. To know that there are various temporary methods of joining	Moving Pictures Knowledge: To know that a mechanism is the parts of an object that move together. To know that a slider mechanism moves an object from side to side.	Wheels and Axels Knowledge: To know that wheels need to be round to rotate and move. To understand that for a wheel to move it must be attached to a rotating axle.

				fabric by using staples. glue or pins. To understand that different techniques for joining materials can be used for different purposes. To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. To know that drawing a design idea is useful to see how an idea will look.	To know that a slider mechanism has a slider, slots, guides and an object. To know that bridges and guides are bits of card that purposefully restrict the movement of the slider. To know that in Design and technology we call a plan a 'design'.	To know that an axle moves within an axle holder which is fixed to the vehicle or toy. To know that the frame of a vehicle (chassis) needs to be balanced. To know some real-life items that use wheels such as wheelbarrows, hamster wheels and vehicles.
				Skills: Using a template to create a design for a puppet. Cutting fabric neatly with scissors. Using joining methods to decorate a puppet. Sequencing steps for construction. Reflecting on a finished product, explaining likes and dislikes.	Skills: Explaining how to adapt mechanisms, using bridges or guides to control the movement. Designing a moving story book for a given audience. Following a design to create moving models that use levers and sliders. Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed. Reviewing the success of a product by testing it with its intended audience.	Skills: Designing a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move. Creating clearly labelled drawings that illustrate movement. Adapting mechanisms, when: • they do not work as they should. • to fit their vehicle design. • to improve how they work after testing their vehicle. Testing wheel and axle mechanisms,

						identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move.
	All DT units should cover Articles 31 and 13. A31 - The right to access culture and arts. Article 13 - the right to share thoughts freely and creatively through art.					
PSHE 	Being Me In My World	Celebrating Differences	Healthy Me	Dreams and Goals	Relationships	Changing Me
	•Understand their own rights and responsibilities with their classroom •Understand that their choices have consequences •Understand that their views are important •Understand the rights and responsibilities of a member of a class Skills •Understand that they are safe in their class •Identifying helpful behaviours to make the class a safe place •Understand that they have choices •Understanding that they are special •Identify what it's like to feel proud of an achievement	•Know what bullying means •Know who to tell if they or someone else is being bullied or is feeling unhappy •Know that people are unique and that it is OK to be different •Know skills to make friendships •Know that people have differences and similarities Skills •Identify what is bullying and what isn't •Understand how being bullied might feel •Recognise ways in which they are the same as their friends and ways they are different	•Know the difference between being healthy and unhealthy •Know some ways to keep healthy •Know how to make healthy lifestyle choices •Know that all household products, including medicines, can be harmful if not used properly •Know that medicines can help them if they feel poorly •Know how to keep safe when crossing the road •Know how to keep themselves clean and healthy •Know that germs cause disease/illness •Know about people who can keep them safe Skills	•Know how to set simple goals •Know how to achieve a goal •Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them •Know when a goal has been achieved •Know how to work well with a partner •Know that tackling a challenge can stretch their learning Skills •Recognise things that they do well •Explain how they learn best •Recognise their own feelings when faced with a challenge/obstacle	•Know that everyone's family is different •Know that families are founded on belonging, love and care •Know that physical contact can be used as a greeting •Know how to make a friend •Know who to ask for help in the school community •Know that there are lots of different types of families •Know the characteristics of healthy and safe friends •Know about the different people in the school community and how they help Skills •Can express how it feels to be part of a	•Know the names of male and female private body parts •Know that there are correct names for private body parts and nicknames, and when to use them •Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these •Know who to ask for help if they are worried or frightened •Know that animals including humans have a life cycle •Know that changes happen when we grow up •Know that people grow up at different rates and that is normal •Know that learning brings about change

	•Recognise feelings associated with positive and negative consequences	•Know ways to help a person who is being bullied •Identify emotions associated with making a new friend •Verbalise some of the attributes that make them unique and special	•Keep themselves safe •Recognise how being healthy helps them to feel happy •Recognise ways to look after themselves if they feel poorly •Recognise when they feel frightened and know how to ask for help •Feel good about themselves when they make healthy choices •Realise that they are special	•Recognise how they feel when they overcome a challenge/obstacle •Celebrate an achievement with a friend •Can store feelings of success so that they can be used in the future	- family and to care for family members •Can say what being a good friend means •Can identify forms of physical contact they prefer •Can say no when they receive a touch they don't like •Can show skills of friendship •Can praise themselves and others •Can recognise some of their personal qualities •Can say why they appreciate a special relationship	Skills •Understand and accept that change is a natural part of getting older •Can suggest ways to manage change, e.g. moving to a new class •Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) •Can express why they enjoy learning
	RRSA 3,12,13,15,29,36 5 (pieces 4,5,6)	RRSA 2,7,8,12,13,14,22,30	RRSA 5,6,12,19,27,29,36 24 (pieces 1,2,3,4,5)	RRSA 4 6,12,13,15,16,29	RRSA 2,3,15,16,19,29,34 24 (pieces 1,3,4) 34 (pieces 3,4)	RRSA 2,3,6,16,17,36 5 (pieces 1,2,3) 34 (piece 4)
RE 	Christianity Recall a church song that makes everyone feel welcome. Recall that Jesus taught people how to pray in a special prayer called The Lord's Prayer. Remember some of the events which happen at a baby's baptism.		Hinduism Retell The legend of Holika and Prahlad. Remember some of the ways that Hindus celebrate Holi. Know Hindus have a shrine in their home. Skills Remember a faith story and know who it is special to.		Judaism Say at the end of the creation story God rested. Know that Jewish stories contain examples of Good deeds. Know that Jewish families have a day of rest every week.	

	Know Christians worship God by singing. Recall some of the ways Christians help each other. Know Christians pray together at church. Skills Remember a faith story and know who it is special to. Recognise and talk about religious art, symbols and words. Use the right names for things that are special in a religion. Talk about things they can learn in stories, including religious stories.		Recognise and talk about religious art, symbols and words. Use the right names for things that are special in a religion. Talk about things they can learn in stories, including religious stories.		Describe what some Jewish people wear when they pray. Know that Jewish people care for their world. Skills Remember a faith story and know who it is special to. Recognise and talk about religious art, symbols and words. Use the right names for things that are special in a religion. Talk about things they can learn in stories, including religious stories.	
All RE units should cover these rights: Right to education and respect for other.: A28 and A29, Right to an opinion and expressing what I think: A12 and A13, Protection from religious discrimination: A2, Freedom to practice own religion and culture: A30.						
Music 		Christmas performance songs – no Kapow unit NC Objective. Use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically		Pitch: Superheroes responding to simple musical To understand that tempo can be used to represent mood or help tell a story Recognising basic tempo, dynamic and pitch changes To understand that 'tuned' instruments play more than one pitch of notes.		Dynamics: Seaside To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know that notation is read from left to right. Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music.

				To know that following a leader when we perform helps everyone play together accurately. Describing the character, mood, or 'story' of music they listen to (verbally or through movement) Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike) Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.		Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy) Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g. 'It sounds like squelching mud'). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.
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						Stating what they enjoyed about their peers' performances. Appreciating music from a wide variety of cultures and historical periods. Recognising and naming the following instruments: up to three instruments from <i>Groups A and B</i>. Creating sound Developing an awareness of how sound is affected by the way an instrument is held. (<i>Groups A, B and C</i>) Using instruments imaginatively to create soundscapes which convey a sense of place. (<i>Group B</i>) Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (<i>Group A</i>) Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation Reading different types of notation by moving eyes from left to right as sound occurs. Composing and improvising
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	4 a, b, d 5 a,b, c, d, e	4a, b, c, d 5b, c, d, e	4a, b, c, d 5b, c, d, e	4a, b, c, d 5b, c, d, e	4a, b, c, d 5b, c, d, e	4a, b, c, d 5b, c, d, e
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