

## Romsey Abbey Primary School Year 1 Curriculum (2020)

Year 1	What do you see when you look at me?		How do I feel today?		How do I change as I grow?	
Visit	Hillier's Arboretum whole School – Science focus Colours of the Earth/Seasons: Texture cards, Leaf match (emphasis Evergreen/Deciduous), Sticky colour caterpillars, You've been framed, Leaf sort, Colour palettes Milestones Museum – History focus		Out and about in Romsey – Geography focus to involve a few shorter visits around the locality.		Oasis Farm visit	
Habit of Mind	Curiosity	Empathy and Reflection	Resilience	Self-Management	Collaboration	Creativity
English Focus Texts	<p><b>Autumn 1: Learning Journey 1</b> : Text: <i>The Smartest Giant in Town</i> by Julia Donaldson: <i>Finger spaces Capital letter and full stops</i>  <b>Outcome:</b> Narrative Write to the giant?  <b>Guided Reading Texts</b> <a href="#">Read-Write-Inc. Texts</a>  <b>Learning Journey 2</b> Text: <i>The Owl and the Pussycat</i> by Edward Lear  <b>Outcome:</b> Book of Nonsense poetry for the Library</p> <p><b>Guided Reading Text:</b> <a href="#">Read-Write-Inc. Texts</a>  <b>Autumn 2: Learning Journey 1</b> Text: <i>The Day the Crayons Quit</i> by Drew Day <i>Question mark</i>  <b>Outcome:</b> Letter Write Duncan's reply to the crayons  <b>Guided Reading Texts:</b> <a href="#">Read-Write-Inc. Texts</a>  <b>Learning Journey 2</b> Text: <i>Man on the Moon</i> by Simon Bartram  <b>Outcome:</b> Job advert  <b>Guided Reading Texts</b> <a href="#">Read-Write-Inc. Texts</a></p>		<p><b>Spring 1 Learning Journey 1</b> Text: <i>The Knight Who Wouldn't Fight</i> by Helen Docherty <i>Forming sentences Joining with 'and'</i>  <b>Outcome:</b> Narrative Re-tell the story written and orally (recorded)  <b>Whole School Writing Week 8 – 12 Jan</b> <i>Little Red Riding Hood</i>  <b>Guided Reading Texts:</b> <a href="#">Read-Write-Inc. Texts</a>  <b>Learning Journey 2</b> Text: <i>The True Story of the Three Little Pigs</i>  <b>Outcome:</b> Debate the wolf's innocence  <b>Guided Reading Texts:</b> <a href="#">Read-Write-Inc. Texts</a>  <b>Spring 2 Learning Journey 1</b> Text: <i>The New Small Person</i> by Lauren Child  <b>Outcome:</b> Write to someone in Year R about what's its like in Year 1  <b>Guided Reading Texts:</b> <a href="#">Read-Write-Inc. Texts</a>  <b>Learning Journey 2</b> Text: <i>Hare and Tortoise</i> by Alison Murray  <b>Outcome:</b>  <b>Guided Reading Texts</b> <a href="#">Read-Write-Inc. Texts</a></p>		<ul style="list-style-type: none"> <li>- Oliver's Vegetables (2 Week Planning - HIAS Outcome (Letter / Recount)</li> <li>- <b>Author Focus: Julia Donaldson</b></li> <li>- What the ladybird heard (2 Week Planning - HIAS – Non-fiction booklet about the farm)</li> <li>- A squash and a squeeze (2 Week planning unit)</li> <li>- Dinosaurs from Head to Tail by Stacey Roderick (3 Week Unit) Outcome -</li> <li>- <b>Transition unit focusing on change</b> The Koala Who Could by Rachel Bright (3 Week - outcome – persuasive speech)</li> </ul>	
Maths	We follow the Hampshire Maths Planning Model. See separate document for information.					
PSHE	Being Me in my World	Celebrating Difference The theme for Anti-Bullying Week 2020 is: United Against Bullying. Monday 16th - Friday 20th November and will start with Odd Socks Day to	Dreams and Goals	Healthy Me	Relationships	Changing Me

		mark the first day of Anti-Bullying Week.				
<b>RE UC units</b>	Concept Thanking Context Harvest and Sukkot  Harvest pack	Concept Incarnation Context: Why does Christmas matter to Christians?  Light as a symbol at Hannukah	Concept: God Context: What do Christians believe God is like?	Concept: Salvation Context: Why does Easter matter to Christians?	Pack  Concept Special Context Special books Bible, Torah  Planning	Concept Remembering Context Shabbat KQ How do I change as I grow?
<b>Assessment Focus</b>	<b>Context</b> Harvest and Sukkot (Harvest pack) <b>Contextualise</b> Recognise ways that Christians and Jews show thanks at Harvest and Sukkot	<b>Concept:</b> Incarnation <b>Context:</b> Why does Christmas matter to Christians? Light as a symbol at Hannukah Explain what they have to be thankful for at Christmas and make links to Christians' beliefs about Christmas	<b>Concept:</b> God <b>Context:</b> What do Christians believe God is like? <b>Explain</b> what the story of the Lost Son teaches Christians about God and being a Christian	<b>Concept:</b> Salvation <b>Context:</b> Why does Easter matter to Christians? <b>Evaluate and Apply:</b> Explain why people find it helpful to believe that there is a Heaven	<b>Concept: Special</b> Context: Special books Bible, Torah <b>Evaluate and Explain</b> Evaluate by describing in simple terms the value of the Bible and the Torah to believers.	<b>Concept: Remembering</b> Context: Shabbat (KQ How do I change as I grow?) <b>Contextualise</b> Explain how and why Jewish people celebrate Shabbat
<b>Science Longitudinal Study</b>	Seasonal change - How can we make the woodland more flowery?					
<b>Science Learning Objectives</b>	<u>Science - Materials, their properties and why we choose materials to do jobs (Toys and Clothing) (6 sessions)</u> <b>The big idea about materials.</b> <ul style="list-style-type: none"> <li>- There are many different materials that have different describable and measurable properties.</li> <li>- Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and ceramics (including glass).</li> <li>- The properties of a material determine whether they are suitable for a purpose.</li> </ul> <b>Exploring materials and their properties.</b> <ul style="list-style-type: none"> <li>- These ideas are explored through testing materials to see if they are appropriate for particular jobs.</li> <li>- Explore main groups of materials and investigate their important properties (strength, flexibility, waterproofness, absorbency, softness, slippiness, stretchiness, brittleness)</li> </ul> <b>Link to text driver - New coat for the giant, new boat for the owl, A helmet for the man on the moon etc...</b>		<u>Continue Animals (How they survive) if not completed.</u>  <u>Science - Materials, their properties and why we choose materials to do jobs (Buildings)</u> <b>The big idea about materials.</b> <ul style="list-style-type: none"> <li>- There are many different materials that have different describable and measurable properties.</li> <li>- Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and ceramics (including glass).</li> <li>- The properties of a material determine whether they are suitable for a purpose.</li> </ul> <b>Exploring materials and their properties.</b> <ul style="list-style-type: none"> <li>- These ideas are explored through testing materials to see if they are appropriate for particular jobs.</li> <li>- Explore main groups of materials and investigate their important properties (strength, flexibility, waterproofness, absorbency, softness, slippiness, stretchiness,</li> </ul>		<u>Science (Making new plants)</u>  <b>Chapter 1: What are flowers for?</b>  All flowering plants make seeds that can grow into new plants  <b>Chapter 2: What happens after a plant has produced seeds?</b>  Sometimes the plant dies after it has produced its seed and sometimes the plant lives for many generations producing seeds each year.  <a href="https://education.nfonline.com/ScienceFarm">https://education.nfonline.com/ScienceFarm</a>	
<b>Check: Safety in Science (Staffroom Science resources) for hazard cards for risk assessments.</b>						

<p><b>HIAS Key Ideas in bold. NC Objectives in italics.</b></p> <p><b>Additional Guidance on Key Ideas document in /teachers</b></p>	<p><b><u>Animals: How animals survive (7 sessions)</u></b>  <b>Chapter 1: Feeding for survival</b>  Animals need food to survive; it gives them energy to move and material to grow. Animals are all different and so eat different foods, some eat other animals (carnivores) and others only eat vegetables (herbivores).  <b>Chapter 2: Moving for survival</b>  Animals have to get their food so they have to move to where it is, which means they have to move in different ways depending upon where their food is. Animals that eat other animals have to hunt them (predators) animals that are hunted are prey.  <b>Chapter 3: sensing for survival</b>  Animals use their senses to detect where their food is and if there are any predators around, animals have different ways of avoiding being eaten e.g. camouflage, protection and moving away fast.</p>	<p>brittleness)</p>	
<p><b>History</b></p>	<p>Toys</p>	<p>Florence Nightingale and Mary Seacole</p>	
<p><b>Learning Objectives</b></p>	<p>Know about changes within living memory. (Where appropriate, these should be used to reveal aspects of change in national life.)  Use everyday language related to time.  Order and sequence familiar event.  Hampshire Services Pack</p>	<p>Know about significant historical events, people and places in this locality.  Know about the lives of significant individuals in the past who have contributed to national and international achievements.  Talk about past and present events related to houses and homes.  Hampshire Services Pack  What was Romsey like when Florence Nightingale was alive?</p>	
<p><b>Geography</b></p>		<p>Local Study – What is Romsey like now?</p>	<p>The Farm</p>
<p><b>Learning Objectives</b></p>	<p>Human and Physical Geography  Begin this in the Autumn and continue it through the year.  Identify seasonal and daily weather patterns in the United Kingdom.  <a href="http://www.bbc.co.uk/programmes/b04hvfck/galleries">http://www.bbc.co.uk/programmes/b04hvfck/galleries</a>  Ask questions about the weather and seasons.  Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.  Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.  Use basic geographical vocabulary to refer to key physical features: season and weather.</p>	<p>Use simple fieldwork and observational skills to study the geography of Romsey.  Observe and record information about the local area e.g. How many shops there are near the school? How many bus stops are there close to the school?  During their walk in the local area, children create memory maps to show the journey including photographs and objects found on the walk..  Study aerial photographs of the school and label it with key features e.g. school, church, park, shops. Use simple compass directions and directional language.  Create an aerial map of the school/local area as a class by using different sized blocks  Study a simple map of the local area and identify the things they know and have seen..  Devise a simple map and use and construct basic symbols in a key.  Use simple fieldwork and observational skills to study</p>	<p>Human and Physical Geography  Refer to key physical features, including: soil, valley, vegetation, season and weather and human features farm, city and village.</p> <ol style="list-style-type: none"> <li>1. Identify different types of farms</li> <li>2. Label main geographical features of a farm</li> <li>3. How are farms set out? Make maps</li> <li>4. What do farmers do in different seasons? Understand the effects the seasons have on animals (science seasonal change link)</li> <li>5. Identify natural and man-made features in local environment</li> <li>6. Explore farms in and around Romsey (locate farms on map and using google earth)</li> </ol>

		<p>the key human and physical features of my surrounding environment.</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Observe and record the features around the school e.g. the different types of plants, the animals seen in the woods compared to the animals seen on the road, the different amounts of traffic on the high street compared to the school road. Children to make suggestions for the cause of the differences.</p> <p>Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures.</p> <p>Refer to key human features, including: town, factory, house, office, shop and key physical features: river.</p> <p><b>Home Learning Project:</b> Make sketches/notes of their trip to school and then create a map to direct others which uses a key and includes the main physical and human features.</p>	
<b>Art and Design</b>	<b>Art - Drawing (artist link Andy Warhol/Picasso/Frida Kahlo)</b>	<b>Art - James Rizzi project</b> - Collages, Junk modelling/constructing with lego, Clay houses	<b>Art - Collage</b>
<b>Learning Objectives</b>	<p>Explore a variety of ways to create self-portraits using a range of drawing tools</p> <ul style="list-style-type: none"> <li>- observe anatomy,</li> <li>- extend the variety of drawing tools,</li> <li>- explore different textures,</li> <li>- observe and draw landscapes</li> </ul>	<p><b>Observational drawings of landscape</b></p> <p>Colour – naming colours, mixing colours, applying colours with a range of tools.</p> <p>Form – construct, make simple joins, carve, pinch and roll coils and slabs.</p> <p>Texture – collages, clay</p>	<ul style="list-style-type: none"> <li>- Develop accuracy in cutting and tearing.</li> <li>- Refine gluing skills, spreading using appropriate amounts and different glues etc.</li> <li>- Produce a range of effects by scrunching, curling and shaping paper.</li> <li>- Begin to use layered techniques and develop awareness of how this can give different effects to the final composition in terms of colour, shape, texture and form.</li> </ul>
<b>Design and Technology</b>	<b>DT - Design and make a Sukkah for a playmobil family</b>	<b>DT - Build Romsey for the owl and the pussycat to visit.</b>	<b>DT - Make Cress Sandwiches</b>
<b>Learning Objectives</b>	<p><b>RE:</b> Design and make a Sukkah for playmobil family.</p> <p><b>History:</b> Toys - Explore how moving objects work.</p> <p><b>Generate:</b> Investigate products and describe how they work.</p> <p><b>Design:</b> Plan by suggesting what to do next as ideas develop.</p> <ul style="list-style-type: none"> <li>- Communicate ideas using a variety of methods, including drawing and models.</li> <li>- Develop ideas by shaping materials and putting together components.</li> <li>- Describe the materials used to make the structure.</li> </ul>	<p><b>Model making</b> of Romsey Town buildings. (Rizzi inspired)</p> <p>Build Romsey for the owl and the pussycat to visit.</p> <p><b>Generate</b> ideas from their own and others' experiences.</p> <p><b>Design:</b> Develop ideas by shaping materials and putting together components.</p> <ul style="list-style-type: none"> <li>- Talk about ideas ,Communicate ideas using a variety of methods, including drawing and models.</li> <li>- Plan by suggesting what to do next as ideas develop.</li> </ul>	<p><b>Cooking</b> - grow cress and make an egg / cress sandwich.</p> <p><b>Generate:</b> Understand where food comes from.</p> <p><b>Design:</b> Use the basic principles of a healthy and varied diet to design dishes.</p> <p><b>Make:</b> Make a food product.</p> <ul style="list-style-type: none"> <li>- Use knives safely to cut food with help.</li> <li>- Use mixing bowls to prepare a mixture.</li> <li>- Wash hands, keep work surfaces clean.</li> </ul> <p><b>Evaluate:</b>Talk about their own and others' work, what they like and dislike</p> <p><b>Technical Knowledge:</b> Use the basic principles of a healthy and varied diet to prepare dishes.</p>

	<p><b>Make</b> a simple structure strengthening it by folding, joining and/or rolling.</p> <ul style="list-style-type: none"> <li>- Measure and mark out the materials that are needed.</li> <li>- Use safe ways of cutting including using a saw.</li> </ul> <p><b>Evaluate:</b> Talk about their own and others' work, what they like and dislike.</p> <p><b>Technical Knowledge:</b> Build structures exploring how they can be made stronger, stiffer and more stable.</p>	<p><b>Make:</b> structures stronger by folding, joining and/or rolling. Measure and mark out materials that are needed. -Use a range of joins. - Use safe ways of cutting including using a saw. -Produce neat work.</p> <p><b>Evaluate:</b> Talk about their own and others' work, what they like and dislike.</p> <p><b>Technical Knowledge:</b> Build structures exploring how they can be made stronger, stiffer and more stable.</p>	<p>- Understand where food comes from.</p>			
<b>Computing</b>	Computer Science - Beebots – linked to toys	Information Technology – Word Processing linked to Romsey unit Using Google Docs to type. Taking photos of the town.	Information Technology – Vlogging about longitudinal study. Using iPads to record themselves and sharing with the class. Storing and retrieving photos and videos.	DL – link to Relationships – Jigsaw Using CEOP Materials.  Piece 4  Using the scenario cards (or make up your own), children act out scenarios showing when they can ask for help and from whom they can receive help.  If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say.		
<b>Learning Objectives</b>		Understand what algorithms are Create simple programs	Use technology purposefully to create digital content	Use technology purposefully to store digital content Use technology purposefully to retrieve digital content	Use technology safely Keep personal information private Recognise common uses of information technology beyond school	
<b>PE</b>	Gymnastics Cooperative games	Dance (Christmas) Athletics	Gymnastics Invasion games	Country dance Net/wall games Strike/field games	Target games Sports day skills	Athletics Sports day skills
<b>Learning Objectives</b>	Show basic balance, control and co-ordination when travelling and remaining still. Choose and link actions; remember and repeat accurately and consistently; find and use	Perform basic body actions; use different parts of the body singly and in combination; show some sense of dynamic, expressive and rhythmic qualities in their own dance.	Show basic balance, control and co-ordination when travelling and when remaining still. Choose and link actions; remember and repeat accurately and consistently; find and use	Perform basic body actions; use different parts of the body singly and in combination; show some sense of dynamic, expressive and rhythmic qualities in their own dance.	Use basic underarm, rolling, hitting skills; sometimes use overarm skills; intercept, retrieve, stop, receive, track different equipment, (bean bag, balls) with some consistency; moving	Run at fast, medium and slow speeds, changing speed and direction, link running and jumping activities with some fluency, control and consistency.

	<p>space safely, with an awareness of others; use the four basic shapes in sports specific gymnastic moves.</p> <p>Use different parts of their body and stretch, tense muscles to ensure balance, coordination and travel.</p> <p>Describe how balance and coordination is involved in linking their movement phrases and the importance of a start and finish.</p> <p>Play simple versions of attacking and defending games, collaboratively; choose a small range of basic skills and ideas.</p> <p>Describe some basic rules and the way to score.</p> <p>Enter and exit the water safely without guidance</p> <p>Move through the water using an alternating leg kick</p> <p>Move through the water using a front paddle action</p> <p>Move through the water using a back paddle action</p> <p>Perform a star float on back, regain feet</p> <p>Complete 360 turntable with feet off pool floor</p> <p>Roll from front to back</p> <p>Demonstrate treading leg actions using a woggle across chest</p>	<p>Choose appropriate movements for different dance ideas; remember and repeat short dance dances; move with control; vary the way they use space.</p> <p>Describe basic body actions and simple expressive and dynamic qualities of movement.</p> <p>Run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some fluency, control and consistency.</p> <p>Create and repeat a short sequence of linked jumps; take part in a relay activity, remembering when to run and what to do; send a variety of objects, changing their action for accuracy and distance.</p> <p>Compare running, sending and jumping and understand how to measure and attempt to improve on previous performance.</p>	<p>space safely, with an awareness of others; use the four basic shapes in sports specific gymnastic moves.</p> <p>Use different parts of their body and stretch, tense muscles to ensure balance, coordination and travel.</p> <p>Describe how balance and coordination is involved in linking their movement phrases and the importance of a start and finish.</p> <p>Use basic underarm, rolling, hitting skills; sometimes use overarm skills; intercept, retrieve, stop, receive, track different equipment, (bean bag, balls) with some consistency; moving in line with the ball to collect it.</p> <p>Send, receive strike a ball in a variety of ways depending on the needs of the game; choose different ways of sending, receiving, striking; decide where to stand to make it difficult for their opponent.</p> <p>Describe how their body feels during games.</p> <p>Describe what they and others are doing through peer and self-assessment.</p>	<p>Choose appropriate movements for different dance ideas; remember and repeat short dance dances; move with control; vary the way they use space.</p> <p>Describe basic body actions and simple expressive and dynamic qualities of movement.</p> <p>Use basic underarm, rolling, hitting skills; sometimes use overarm skills; intercept, retrieve, stop, receive, track different equipment, (bean bag, balls) with some consistency; moving in line with the ball to collect it.</p> <p>Send, receive strike a ball in a variety of ways depending on the needs of the game; choose different ways of sending, receiving, striking; decide where to stand to make it difficult for their opponent.</p> <p>Describe what they and others are doing through peer and self-assessment.</p>	<p>in line with the ball to collect it.</p> <p>Send, receive strike a ball in a variety of ways depending on the needs of the game; choose different ways of sending, receiving, striking; decide where to stand to make it difficult for their opponent.</p> <p>Describe how their body feels during games.</p> <p>Describe what they and others are doing through peer and self-assessment.</p>	<p>Create and repeat a short sequence of linked jumps, take part in a relay activity, remembering when to run and what to do; send a variety of objects, changing their accuracy and distance.</p> <p>Compare running, sending and jumping and understand how to measure and attempt to improve on previous performance.</p>
<p><b>Music</b></p>	<p><b>Rhythm Games</b>  <b>Listening and responding</b> to music games</p> <p>Harvest <b>Performance opportunity</b> – Harvest Service in Romsey Abbey</p> <p><b>Singing</b> – The owl and the pussy cat went to sea (Musicnotes) – the children sing the Edward Lear Poem using their voices expressively. Children come up with</p>		<p><b>Rhythm Games</b>  <b>Listening and responding</b> to music games</p> <p>The Three Little Pigs – mini musical <b>Performance opportunity</b></p> <p>Use <b>voices</b> expressively, creating different vocal sounds – contrasting between the wolf and the pigs. Change voices for happy and sad songs.</p>		<p><b>Rhythm Games</b>  <b>Listening and responding</b> to music games</p> <p>Key Stage 1 Choir experience <b>Performance opportunity</b></p> <p>The children will learn 4 contrasting songs which will include various choral techniques and they will have an opportunity to perform the pieces in a charity concert with 5 other choirs.</p> <p>Music <b>listening</b> Carnival of the animals by Saint Saens</p>	

	<p>ideas for places in the song where we could change the dynamics</p> <p><b>Listening</b> – Leopold Mozart “Toy Symphony” Allegro Children spot how many different toys they can hear / imagine in the music</p> <p><b>Playing percussion instruments</b> – the children explore which instruments make long sounds and which make short sounds – relate these to toys</p> <p>Christmas Production – <b>Performance opportunity</b>- to perform the Christmas play to KS2 and to parents. Children learn how to use their voices in different ways to create different types of music and emotions – lullaby – celebratory etc</p>	<p>Create sounds / music using body / <b>percussion instruments</b> to depict the characters and events in the story</p> <p>Music <b>Listening</b> – piano jazz</p> <p>2 contrasting jazz piano pieces – performance using percussion instruments and body movement</p> <p><b>Performance Opportunities</b> – Easter Service</p> <p><b>Listening to music</b> – contrasting music – tempo – happy/sad (major/minor) - dynamics</p> <p>Bach toccata and fugue in D minor – <b>visit</b> to Romsey Abbey to see and hear the organ</p> <p><b>Listening</b> to Wolf theme and Peter’s theme – from Peter and the Wolf by Prokofiev</p> <p>Mozart Horn concerto no.4 (3<sup>rd</sup> movement) – sounds like chasing/running music – link to wolf and 3 pigs – look at brass instruments – arrange for class to hear <b>live brass playing</b> from KS2 students.</p>	<p>Hens and Cockerels – children <b>listen</b> to the music, thinking about how the chickens move and then create their own chicken sounds – using <b>voices</b>, scratching sounds on <b>percussion instruments</b>. Introduce legato and staccato</p> <p>Aquarium – children draw to the music, talk about whether the music is legato or staccato</p> <p>Fossils – children <b>listen</b> out for twinkle twinkle little star in the middle. Look at xylophones – using wood blocks the children create different <b>rhythms</b> based on short sentences – nice cup of tea etc</p> <p>The children place a sung nursery rhyme of their own choice in the middle creating ABA structure – the children learn about music having a beginning middle and end.</p> <p><b>Performance opportunity</b> – to school in celebration worship.</p>
<p><b>Learning Objectives</b></p>	<p>Use voice expressively; changing voice from a lively happy song to sweet gentle lullaby.</p> <p>Sing beginning to be aware of pitch – high sounds and low sounds.</p> <p>Listen with concentration – call and response rhythm games / keeping the beat.</p> <p>Match topic words to simple rhythmic notation.</p> <p>Group instruments into those that make longer sounds and shorter sounds – duration.</p> <p>Listen to music and give responses.</p>	<p>Use voice expressively; chant / rap in time to a beat.</p> <p>Use voice expressively when singing songs in The Three Pigs musical.</p> <p>Change voice from a lively happy song to a sad song.</p> <p>Match topic words to simple rhythmic notation.</p> <p>Play percussion instruments musically.</p> <p>Listen with concentration – call and response rhythm games / keeping the beat.</p> <p>Listen with concentration and understanding to a variety of contrasting pieces of music</p>	<p>Use voice expressively; change voice from a lively happy song to sweet gentle lullaby.</p> <p>Match topic words to simple rhythmic notation.</p> <p>Listen with concentration – call and response rhythm games / keeping the beat.</p> <p>Listen with concentration and understanding to a variety of contrasting pieces of music</p> <p>Choose and play percussion instruments in a specific way to create a specific sound – eg scratchy hen music</p> <p>Hear when music is short and spikey (staccato) or smooth (legato)</p>