# Our Curriculum

The curriculum is the sum total of what our children experience during the four years they are with us. The basis for the curriculum is the subjects of the National Curriculum plus Religious Education and Relationships and Health Education.

| National Curriculum | Religious Education<br><br>Living Difference Syllabus | Relationship and Health Education |
|---|---|---|

The National Curriculum comprises of 11 subjects: English, Mathematics, Science, Design and technology, Computing, Art and Design, Music, History, Geography, PE and languages (French for us).

Some of the subjects, like Maths and PE, are taught on their own and others, like History and Geography, are combined with other subjects to form projects.

## Annual Curriculum Overview

**RINGWOOD JUNIOR SCHOOL CURRICULUM OVERVIEW Y3 2023-2024**

| SUBJECT | AUTUMN TERM | SPRING TERM | SUMMER TERM |
|---|---|---|---|
| **DISCRETE SUBJECTS** | | | |
| **MATHS** | Place value, addition/subtraction, number facts & mental strategies.<br>Multiplication/division, fractions, length, number sequencing | Mass and capacity, addition/subtraction, length and perimeter, Multiplication / division, fractions, angles, line and shape (2D/3D) | Statistics, rounding, addition/subtraction, time<br>Multiplication/division, place value, money |
| **SCIENCE** | Plants<br>Photosynthesis<br>Light | Forces and Magnets<br>Materials - States of Matter | Organisms and their Habitats<br>Food Chains, Environmental Changes |
| **COMPUTING** | **Online Safety**<br>IT and Digital Literacy<br>Word processing, Keyboard knowledge, Saving, Basic graphics | Introduction to Scratch programming environment.<br>Simple sequence, inputs and outputs, simple processing speed | Simple sequence, inputs and outputs, simple processing speeds |
| **FRENCH** | Greetings<br>Classroom Instructions | Around the School<br>Numbers<br>Alphabet<br>Describing Personality | Weather<br>Places in the Town |
| **PE** | Ball skills, ~~Orienteering~~, Gymnastics | Football, Golf, Dance | Athletics, Orienteering, Tennis |
| **PSHE** | Me and my relationships<br>Valuing difference | Keeping myself safe<br>Rights and responsibilities | Being my best<br>Growing and changing |
| **INTEGRATED SUBJECTS** | | | |
| **ENGLISH** | 'Meerkat Mail' –Postcard writing.<br>'Wolves' – Research and Non-Chronological reports.<br>Stone Age Boy' Descriptions of Artefacts<br>'Winter's Child' / 'Snow' – Winter Poetry Writing. | Leon and the Place Between<br>Ancient Egypt – Mummification Explanations (Embalmer's Handbook)<br>+ 'How to Live Forever'<br>Stone Girl Bone Girl<br>Women in Science' – work on Mary Anning and biographical narrative about Marie Curie | Kensuke's Kingdom - ships log book entries (diary)<br>'Chris Connaughton – Traditional Tales<br>Plastic pollution – Persuasive writing |
| **HISTORY & GEOGRAPHY PROJECTS** | Where in the World is our School?<br>School grounds, sustainability, active involvement, comparison to link school in Kibera | Changes in Britain from Stone Age to Iron Age<br>Ancient Egypt | Our Changing Coastline<br>Coastal Formations and Erosion |
| **ART & D&T PROJECTS** | Observational drawings of Ringwood Junior School<br>Famous Artist – L.S. Lowry Sketching Techniques<br>Comparison with artist James Bird | Linkages and Levers (Moving celebration cards)<br>Creating Desk Tidies From Recycled Materials<br>Clay Canopic Jar<br>Ancient Egyptian hieroglyphics Painting - Egyptian Gods | Fossil Printing<br>Famous Artist Andy Warhol<br>Beautiful bread |
| **MUSIC** | Our School | Christmas sign language – Don't be Afraid<br>Mystic moments – The Stone Age | Playing the recorder |
| **RELIGIOUS EDUCATION** | Stones as symbols - Christianity | Angels - Christianity<br>Good and Evil – Hindu Traditions<br>Love - Christianity | Places of Worship – Christianity and Hindu Traditions<br>Belonging - Judaism |

| Lead Subject | Where subjects are integrated through a lead subject, these subjects have been linked together through one main ~~colour~~. |
|---|---|
| Geography Led Project | |
| History Led Project | |
| Science Led Project | |
| Design and ~~Technology~~(D & T) Led Project | |
| RE Led Project | |

Even when we combine subjects, each one has been planned in detail by the Curriculum Leader (Headteacher) and subject leaders.

An overview of the subject shows the order in which the subject is taught and the main content. The progression of learning is clear and shows how this builds cumulatively year-on-year.

## Subject Overview

### Science Curriculum Overview

| Term | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|
| | Working Scientifically | Working Scientifically | Working Scientifically | Working Scientifically |
| **Autumn 1** | Plants - Nutrition | Plants – Seed dispersal | Animals, including humans - Respiration | Variation and Evolution - Evolution and Natural Selection |
| **Autumn 2** | Light | Electricity *Linked to DT | Earth and space | |
| **Spring 1** | Materials - States of matter | Animals, including humans - Skeleton | Forces - Air resistance, water resistance, friction | Sound |
| **Spring 2** | Forces - Magnets | Animals, including humans - Nutrition, Teeth, Digestion | | Light |
| **Summer 1** | Organisms and their habitats (Inc. food chains, environmental change) | Plants – Germination and reproduction | Materials - Making new substances | Electricity *Linked to DT |
| **Summer 2** | | Materials - Changing materials | Variation and Evolution - Classification and Lifecycles | |

## Progression of knowledge and skills

### Ringwood Junior School History Subject Overview

Substantive Concepts: civilisation, empire, trade, settlement, movement, power, invasion

| | | Year 3 | | Year 4 | | Year 5 | | Year 6 | |
|---|---|---|---|---|---|---|---|---|---|
| | | Stone Age Iron Age | Ancient civilisations and Ancient Egypt | Roman Empire and its impact of Britain | Anglo Saxons and Vikings | The Maya | Thematic Study Maritime history | Ancient Greece | Ringwood's role in WWI |
| 1 | Chronology | ✓✓✓ Changes from Stone to Iron Age | Dates of the civilisations civilisation settlement | Dates of Roman Empire and attempted invasions invasion | How these are over lapping periods of time settlement, movement | Dates of Maya Compared to Viking Britain | Timeline of maritime vessels Dates of Mary Rose, Warrior and Titanic | Sorting picture prompts of events, artefacts, places learnt so far | Events leading to WWI Empire, power |
| 2 | Characteristic features of the period or society studied | Everyday life settlement | Belief in the after life settlement | Impact of Romans on Celtic life civilisation | Daily Life or Anglo Saxons settlement, invasion | Compare achievements to Vikingscivilisation settlement | Tudors and Victorians land & sea empire, trade | Democracy, Gods, Medicine, Arts and Literature civilisation | Monarchies were intertwined. Empires exist hence it becomes a world war |
| 3 | Continuity and Change | Little change over long period of time | Continuity between ancient civilisations - writing | Greatest legacy of Romans? Civilisation Trade, empire | What was life like in Britain once the Romans left? movement settlement power | Dominance of some regions over others yet some aspects of civilisation remain | Change in design and construction of ships and conditions for sailors on board | Development in art, philosophy, science, ideas on religion and democracy | Mechanisation and advances in technology. Army and Navy still remain |
| 4 | Cause and Consequence | Farming led to settlements settlement | Compare everyday life in ancient Egypt with Britain | Reasons for Claudius' invasion power, empire | What events led to the Romans leaving Britain movement, power | Reasons for decline of the Maya civilisation | War led to the development of navy. Travel for leisure empire, | Empire of Alexander the Great power, invasion, empire | Triggers for WWI and impact on UK power empire |
| 5 | Significance | Amesbury Archer movement | Achievements Importance of the Nile trade, empire, movement | Key events are significant when they result in change | Who had more power Anglo Saxon or Vikings? Power, invasion | What made the Maya civilisation so successful? trade | Creation of the Royal Navy and role of Mary Rose and Warrior empire power | Achievements and legacy Alfred the Great empire | Significance of WWI on Ringwood settlement |
| 6 | Interpretation of the past | Maiden Castle power | Artefacts, buildings remains used to interpret | Boudicca & Cartmandua power | Were Vikings just vicious raiders? trade, movement, | Archaeological studies of temple and artefacts | Artefacts from Warrior, Titanic and Mary Rose | Consider the influence of the Minoans trade | Diaries, letters, photographs and personal items |
| 7 | Historical Enquiry | Skara Brae Otzi the Iceman - Archaeologist study | Tomb of Tutankhamun Archaeologist study- Howard Carter | Diversity of Empire through artefact study trade, empire movement | Who was the man buried at Sutton Hoo? Archaeologist study Basil Brown | How did the Mayan Empire become so vast | Interprets from sources about life in Tudor & Victorian era on land & sea | Using evidence to explore Ancient Greek society | Using sources to research soldiers |
| 8 | Connections local/national/international, cultural, economic, political, religious and social history | Archaeology shows people moved widely Otzi settlement, movement | Belief in the afterlife | Roman Empire impact on Britain empire movement power | African artefacts found at Sutton Hoo burial ground | How do they compare to other civilisations- Romans and Stone Age | Story of Jaques Francis black diver Mary Rose Migrants on Titanic movement | Comparing the Minoans to Bronze Age Britain. | Why a world war? How did that affect migration etc afterwards |

## Progression of knowledge and skills in Art

Examples from progression document

### Progression of Knowledge and Skills

**Key stage 2**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

| | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|
| **Generating Ideas** | **By the end of Year 3 pupils will be able to…**<br>• Gather and review information and resources related to their ideas and intentions. (Researching and Developing Ideas)<br>• Use a sketchbook for different purposes: recording, observations, planning and exploring. (Recording and experimenting in sketchbooks)<br>• Ask and answer questions about artwork and artists | **By the end of Year 4 pupils will be able to…**<br>• Select and use relevant resources and reference to develop ideas. *(Researching and Developing Ideas)*<br>• Use sketchbooks purposefully to improve understanding, inform ideas and plan outcome. (Sketchbooks will show several responses to an idea and have links to the research.) | **By the end of Year 5 pupils will be able to…**<br>• Engage in open ended research and exploration when generating ideas and develop these in their own individual way.<br>• Confidently use a sketchbook for a variety of purposes: recording observations**, developing ideas**, **testing materials**, planning and **recording processes**. (Sketchbooks will now look more personalised and will have detailed responses and links to the art journey.) | **By the end of Year 6 pupils will be able to…**<br>• Independently develop a range of ideas which show curiosity, imagination and originality.<br>• Independently investigate, research and respond to ideas and plans making changes where necessary and recording the journey in the sketchbook. (Sketchbooks will show a clear journey of a child's individual artistic journey.) |

| | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|
| **Textiles (DT Crossover)** | | **A Year 4 artist will…**<br>• Know the process of weaving.<br>• Identify key vocabulary related to the technique of weaving: loom, warp, weft.<br>• Create a paper weaver to help develop the mastery of the art form.<br>• Prepare a loom.<br>• Weave using wool and yarn.<br>• Continuously refine their weaving technique.<br>• Collaboratively, on the school trip, use withy to weave.<br>(Paper weave, wool weave, large scale collaborative mixed media weave, collaborative withy weave)<br><br>**Additional development of skills through DT Pencil Cases project (taken from Y4 DT planning):**<br>• Create a template<br>• Measure out fabric<br>• To thread a needle<br>• Use a needle and thread to join together pieces of fabric<br>• To use different stitches<br>• Sew on decoration such as a button, fastener or pattern | **A Year 5 artist will…**<br>• Use fabric scissors and cut shapes with growing accuracy.<br>• Use applique to add detail and emphasise pattern and shape.<br>• Explore different sewing techniques and use these to add detail.<br>• Continue to explore the relationship between line, shape, tone and texture.<br>• Use key language when making textile art.<br><br>(Textile Leaves and Flowers) | **A Year 6 artist will…**<br>• Print an image onto fabric<br>• Add decoration using beads and buttons.<br>• Use a range of sewing techniques and stitches to add decoration and writing.<br><br>(Transfer Print)<br><br>**Additional development of skills through DT Slippers project (taken from Y6 DT planning):**<br>• To use a pattern to design.<br>• Cut, prepare and pin materials.<br>• To independently thread a needle.<br>• To stitch neatly and securely to join materials.<br>• To use additional stitching for added design.<br>• To attach buttons and fabrics to enhance design. |

## Medium Term Plans

For each subject, these plans show the key knowledge, skills and concepts children will learn, the sequence of learning activities, as well as how this learning will be assessed.

## Example from part of Music Medium Term Plan

| RINGWOOD JUNIOR SCHOOL | MEDIUM TERM PLANNING | SUBJECT: Music | TERM: Spring 1 |
|---|---|---|---|
| YEAR: 5 | PROJECT: Read, Write and Remember to Twinkle | Key Dimensions **pitch duration** | TIME 5 x 45mins |
| **Key Vocabulary**: pitch, major, scale, duration, rhythm, treble clef, crotchet, quaver, minim, semibreve, time signature, crotchet rest, bar, bar line, stave | | | |
| **Key Subject Skills**: Playing, singing, rehearsing and performing, notating, listening and responding, describing and discussing | | | |

**Learning Journey**

Explore different types of notation and their purposes → Revisit and recall prior learning about rhythmic notation → Learn about pitch notation – the stave and the note names → Learn to read pitched notes on the stave → Learn to write stave notation → Practically apply notation reading knowledge and skills

| Learning Objectives & Purpose<br><br>Concepts | Key Learning Activities | Assessment<br><br>Questions | Resources |
|---|---|---|---|
| **Listening and responding**<br><br>**Describing and discussing**<br><br>**Notation** | Concept of Notation<br>• Respond to a variety of different graphic and grid notation (not all music can be written down we call this improvised music)<br>• Pupils to determine what type of sound each image represents<br>• Consider different types of music notation and think about what notation does and why is it necessary to write music down.<br>• Not all music is written down, some music is improvised (made up on the spot) and some music is passed on orally (one person shows another so they can copy them)<br>Listen to *Pascal Wintz piano jazz - extract from" Piano Jazz 1930 vol3" album*<br>Watch the *Best Street Drummers Ever*<br>Discuss how notation is not needed and would not improve the | Can children respond to a variety of different graphic notations? | Slides 2 – 7<br><br>*Pascal Wintz piano jazz:* https://www.youtube.com/watch?v=QBzHqW4V3lA<br><br>*Best Street Drummers Ever:* https://www.youtube.com/watch?v=_QFpJqlZY48 |
| **Reading rhythmic notation** | performance in either of these musical scenarios<br>Follow the power point link "a long time ago" to listen to Stephanie Childress play Winter from Vivaldi's Four Seasons.<br>Revisit signs and symbols – can children remember any from previous learning?<br>Revising notation from Y4 unit *'Reading Rhythms'*<br>How many different rhythm patterns can children invent that add up to 4 using crotchets and quavers? Record in music books. | Can children recall prior learning and understand and perform rhythmic patterns featuring crotchets and quavers? | Winter from Vivaldi's Four Seasons: https://www.bbc.co.uk/teach/ten-pieces/classical-music-antonio-vivaldi-winter-from-the-four-seasons/zf98bdm<br><br>Music books |
| Duration and rhythmic notation<br><br>Reading pitch notation | Recap patterns from previous lesson.<br>Share the following slides 9-17, these are examples of 4 beat patterns. Can the children have a go at trying to clap the rhythms.<br>HA children should recognise the notes and know their value.<br>On slide 13 introduce a crotchet 'rest' symbol. When you clap this rhythm replace the clap with a 'shh'.<br>To help children clap the patterns, it might be helpful to use the words 'tea' for a crotchet and 'coffee' for a quaver. This will help to get a spontaneous response from the children.<br>Continue exploring the patterns until slide 18.<br>Introducing and exploring pitch notation<br>Explain that applying pitch to rhythmic notation enables you create a tune (or melody), your notation will now indicate not only which rhythm to play but also which notes to play. This slide shows two examples of how this can be achieved using basic indications of pitch – the higher the dot or letter (up the page) the higher the note will sound. This bridges the dot notation to proper notes. | Can children accurately perform rhythmic patterns from rhythmic notation? | Slide 8<br><br>Slides 9-17<br><br>Slide 18<br><br>Slide 19 |

**Short Term Plans**

**An example of an activity taken from the Geography Year 4 short-term plan**

Which countries border France?


How can you recognise a border on this map?

Use compass vocabulary to describe the bordering countries.

**Example of activity from an RE Year 6 short-term plan**

Read one of the news articles provided.

In your book, make a summary of the article you have read, and be ready to share it with someone who had a different article.

Explain how the Sikhs in the news are showing Sewa, and why they do this.

Why do Sikhs show service?
Who do Sikhs follow in showing extraordinary service? What stories show this?

**Example of activity from an RE Year 4 Short-term**


**RE Learning Journey or Cycle of Enquiry**

Children study a concept by following the steps of inquiry, contextualise, evaluate, communicate and apply. All stages are assessed during the RE study and the final assessment tasks focus on a different stage each time so there is full coverage by the end of the year.

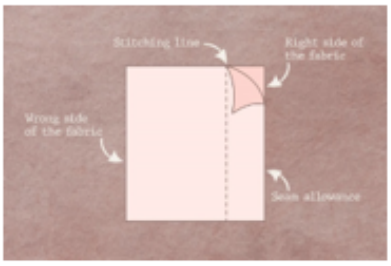
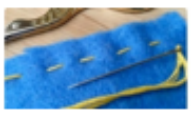
## Knowledge Planners

These plans are informed by Knowledge Planners which show the sequence of essential knowledge that must be learnt. This is called substantive knowledge. It also identifies knowledge that is important or interesting to give context to learning.

## Example of a Knowledge Planner for Design & Technology (DT)

**KNOWLEDGE PLANNER**

**Design & Technology – Y4 (creating a pencil case using sewing and textiles)**

| KEY KNOWLEDGE (Essential Knowledge) | IMPORTANT/INTERESTING KNOWLEDGE |
|---|---|
| • Pencil cases come in a wide range of sizes and designs.<br>• There are a range of ways that pencil cases can be fastened together for example zips, buttons, ribbon, Velcro (what does 'fasten' and 'fastening' mean?<br>• The design of pencil cases can depend on what it is needed to store for the use and their particular likes/interests.<br>• Fabric is another word for material. Our fabric for making pencil cases will be felt.<br>• You need to tie a knot in one end of the thread before you can start sewing.<br>• The seam is where the pieces of fabric are joined or sewn together.<br>• Seam allowance is the width between the raw edge of the material and the stitching/sewing line.<br>• If you sew too close to the raw edge the threads can pull through and the seam can come undone.<br>  <br><br>• Some items, such as pencil cases and cushion covers can be sewn inside out so that the stitching is not visible when it is turned the correct way.<br>• There are several ways to thread a needle (show different options to suit different children) Ideally do not tie your needle to your thread as this can make it difficult to fix sewing problems.<br>• Know that you need to have enough tail of thread so that it does not pull through the needle-eye. Use your fingers to grip around the thread and tail when sewing.<br>• Stitches should be done at equal intervals to keep it need.<br>Running Stitch<br>  <br>Whip Stitch<br>  | • Smiggle is a popular stationery brand for pencil cases.<br>• Pencil cases are desirable products that often have a range of functions.<br>• Pencil cases can be found in all sorts of colours, materials and designs.<br>• A compartment is a separate pocket or section for storing something.<br>• Embroidery is a decoration made by sewing.<br>• Binca can be used to practise a range of sewing stitches on.<br>• A simple design will be most effective. (Especially if embroidering letters or pictures) |

## Knowledge Organisers

For the children, we produce Knowledge Organisers which sets out this knowledge in an interesting way. The children refer to this during the course of learning and it helps them remember the most important knowledge and key vocabulary.

We also provide the children with the learning journey which helps them see how their new learning builds on previous learning. These are stuck in the children's books at the start of a project and a copy is sent home to parents/ carers so they can support their child's learning.

## Example of a Music Knowledge Organiser

| YEAR GROUP<br>Year 5 | KNOWLEDGE ORGANISER | PROJECT: Read Write and Remember to Twinkle<br>LEAD SUBJECT: Music | RINGWOOD JUNIOR SCHOOL |
|---|---|---|---|

**Musical Milestones:**

Explore different types of notation and their purposes → Revisit and recall prior learning about rhythmic notation → Learn about pitch notation – the stave and the note names → Learn to read pitched notes on the stave → Learn to write stave notation → Practically apply notation reading knowledge and skills

**WHAT YOU SHOULD ALREADY KNOW**

- That music can be notated in a variety of ways, including graphic and grid.
- The note values of crotchets, quavers, minims and crotchet rests.
- That notes have different pitches based on the first seven letters of the alphabet and can be grouped into scales.

**KEY VOCABULARY**

- pitch
- major
- scale
- duration
- rhythm
- treble clef
- crotchet
- quaver
- minim
- semibreve
- time signature
- crotchet rest
- bar
- bar line
- stave

**KEY KNOWLEDGE**

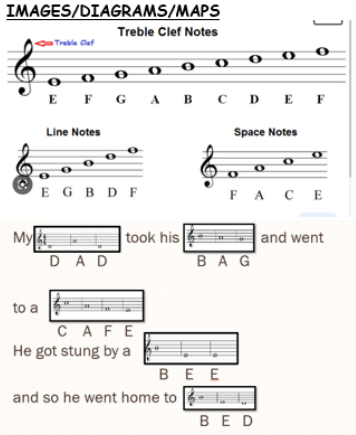
The stave is a set of 5 lines that musical notes are written on; the higher up the stave the notes are written, the higher they will sound.

The treble clef appears at the start of each new line of music. It is sometimes called the G clef because it curls around the G line of the stave.

Note pitch names use the first 7 letters of the alphabet. Going forwards, the notes rise. Going backwards, they get lower. Each note has its own special place on the stave.

The time signature appears at the start of the music, the top number describes the metre e.g. a 4 at the top means the music is counted in groups of 4 beats.

**IMAGES/DIAGRAMS/MAPS**




## Learning new vocabulary

Learning new vocabulary is vital to securing the intended learning. For each project a bookmark is produced which has the key vocabulary listed on it. The children refer to this throughout their project. For some children we have knowledge building sessions, where they are introduced to key words that will be used in subsequent lessons. This enables them to access the learning more fully as they encounter it. These words are reinforced in displays in the classroom.

## Learning New Skills

Alongside acquiring key knowledge and new vocabulary, children will learn new skills to put their learning into practice. When learning in Science children need to work as scientists, in Geography as geographers and in History as historians. In order to perform the skill, the children also need the knowledge of how to do this. This knowledge is called disciplinary knowledge (skills in action). We have identified behaviours and actions we want the children to learn and this informs teaching.

**Exploring as Geographers and Historians**

Year 4 using stone size to investigate transportation and deposition

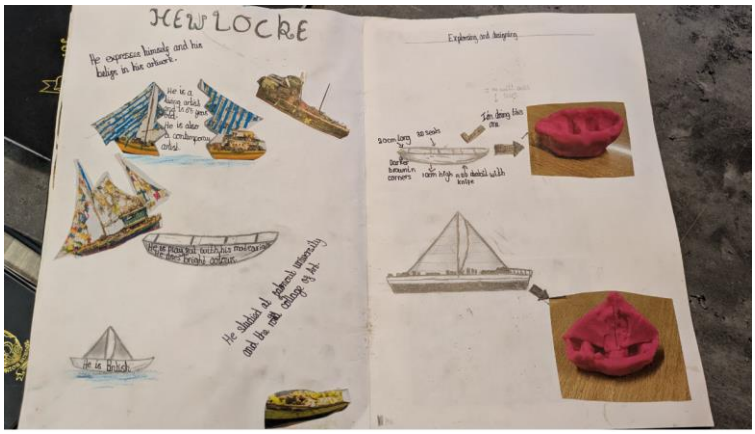
Year 5 finding evidence of human impact at Bolderwood in the New Forest National Park

Exploring the work of archaeologists with Professor Jenkins from Bournemouth University

The children were able to use the same tools used by Archaeologists to dig for artefacts They were shown how these artefacts would be recorded, sorted and catalogued.

**Iron Age Day**

Maritime Sketchbooks




Sculpture

*Great fun and lovely to join in with such a creative class. Thank you!*

*Maddy's mum*

## Example from Science Enquiry Skills

There are 7 Science Enquiry Skills children learn and develop during their time at RJS.


| | | Explicit instruction or practice on this aspect of disciplinary knowledge | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Main Disciplinary Knowledge Category | Disciplinary Sub-Category | Main Disciplinary Knowledge Category | | | | | | Disciplinary Sub-Category | | | | |
| | Projects | Plants | Light | Materials | Magnets | Habitats | | Seed Dispersal | Electricity | Skeletal System | Teeth, nutrition, digestion | Germination | Materials |
| Knowledge of apparatus and techniques | Taking accurate measurements | X | | X | | X (temperature) | | | | X | | X | |
| | Awareness of scale and a range of units | X | | X | | X | | | | X | | X | |
| | Correct use of apparatus including thermometer | X (magnifying glass) | X (torch) | X | X (magnets) | X (thermometer ruler, pooter) | | | X | X | | X (Ruler (Measuring jug) | X |
| | Safety in science | X | X | X | X | X | | X | X | X | X | X | X |
| | Scientific drawing including labels | X | X | X | X | X | | X | X | X | X | X | X |

## Progression in Music Skills

Extract from progression document

| | MUSIC | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| SKILLS (continued) | Rehearsing & Performing | Learn how to rehearse as an individual or in groups, including memory and recall.<br><br>Learn how to recognize why and when to improve. Begin to develop an awareness of how to present a performance.<br>DON'T BE AFRAID<br>MYSTIC MOMENTS<br>OUR SCHOOL<br>RECORDERS<br>HALL OF THE MOUNTAIN KING | Learn how to use individual and group rehearsal skills including memory and recall.<br>Perform from simple notation.<br><br>Learn how to recognise which improvements need to be made. Learn to be aware of how to present a performance<br>RIVER'S JOURNEY<br>ANGLO SAXONS<br>FIND IT MAKE IT PLAY IT<br>RIVER'S JOURNEY | Learn how to recognise which refinements need to be made by exploring a range of different rehearsal strategies.<br><br>Learn how to develop an awareness of how to plan and present a performance<br>ALL UNITS | Learn how to recognise which refinements need to be made and know how to make them.<br><br>Learn to develop an awareness of how to plan and present a performance<br>GOD SAVE THE KING |
| | Notating | Learn how to use a range of graphic notation including basic rhythm, pitch notation and basic stave notation.<br>RECORDERS<br>HALL OF THE MOUNTAIN KING | Learn how to use detailed graphic notation and basic stave notation.<br><br>Learn why notes appear on particular places on the stave.<br>ANGLO SAXONS<br>RIVER'S JOURNEY<br>READING RHYTHMS | Learn how to understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation with time signatures<br>READ WRITE AND REMEMBER TO TWINKLE<br>FROZEN LANDS<br>GREEK TRAGEDY | Learn how to select and use a range of notation for specific purposes including precise graphic notation and stave notation with time signatures<br>SHORT RIDE IN A FAST MACHINE<br>CALYPSO SPARKLE<br>AMAZING MACHINES |
| | Listening/Responding<br>Weekly<br>MUSIC ASSEMBLY | Learn how to respond to music, identify, compare and contrast sounds and music in different contexts and for different purposes.<br><br>Learn to consider how music illustrates the composer's ideas<br>ALL UNITS | Learn how to respond to music, identify, compare and contrast sounds and music in different contexts and for different purposes.<br><br>Learn to consider the devices used by composers to represent ideas musically<br>ALL UNITS | Learn how to respond to, identify, compare and contrast music with an awareness of the music's context and purpose.<br><br>Learn how to identify why and how the composer has used key features / devices.<br>ALL UNITS | Learn how to respond to, identify, compare and contrast music with an awareness of the music's context and purpose.<br><br>Learn how to identify the composer's intent and how this was achieved.<br>ALL UNITS |

| | MUSIC | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|
| DIMENSIONS | Pitch | Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic<br>RECORDERS<br>DON'T BE AFRAID | Identify melodic shape and explore different scale patterns including pentatonic, major and minor<br>RIVER'S JOURNEY | Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music<br>READ WRITE AND REMEMBER TO TWINKLE | Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music<br>GOD SAVE THE KING<br>CALYPSO SPARKLE<br>AMAZING MACHINES |
| | Duration | Identify how rhythm patterns fit to a steady beat and begin to understand 2, 3 and 4 metre<br>RECORDERS<br>OUR SCHOOL<br>DON'T BE AFRAID | Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre<br>READING RHYTHMS<br>ANGLO SAXSONS | Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6<br>READ WRITE AND REMEMBER TO TWINKLE<br>LISTEN TO ME (CLARINETS) | Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7<br>GOD SAVE THE KING<br>SHIORT RIDE IN A FAST MACHINE<br>CALYPSO SPARKLE<br>AMAZING MACHINES |
| | Dynamics | Identify, use and understand getting louder and quieter in finer gradations<br>RECORDERS<br>DON'T BE AFRAID | Explore how to use dynamics for expressive effect<br>LISTEN TO ME (VIOLINS)<br>ANGLO SAXSONS | Understand how a wide range of dynamics can be used and manipulated for expressive effect<br>GREEK TRAGEDY | Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect |
| | Tempo | Identify, use and understand getting faster and slower in finer gradations<br>RECORDERS | Explore how to use tempi for expressive effect<br>LISTEN TO ME (VIOLINS)<br>ANGLO SAXSONS | Understand how a wide range of tempi can be used and manipulated for expressive effect<br>GREEK TRAGEDY | Understand how a wide range of tempi can be precisely used and manipulated for expressive effect |
| | Timbre | Identify families of non-percussion instruments and the way they are played; extend the use of voices and percussion instruments<br>MYSTIC MOMENTS | Identify voice types and a wider range of non-percussion instruments by family and name: further extend the use of voices and percussion instruments<br>FIND IT MAKE IT PLAY IT<br>ANGLO SAXSONS | Identify instruments within families and different instrumental / vocal combinations; refine use of voices and percussion instruments<br>LISTEN TO ME (CLARINETS)<br>SPACE | Identify voices / instruments within families and their role in a wider range of ensembles; refine the use of voices and percussion instruments with intended impact<br>LISTEN TO ME (Guitars) |

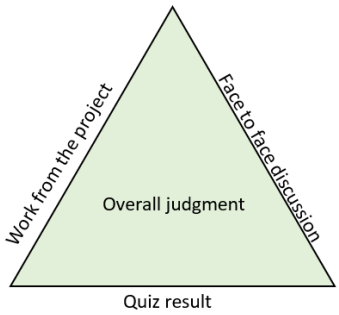
**Assessment of Learning**

All learning is assessed throughout the lessons. Feedback in the moment helps children correct misunderstandings or misconceptions. Towards the end of a project an assessment task is set. This draws on the learning and provides an opportunity to use the new skills in action in another context to demonstrate whether the learning is secure.

Our aim is for all children to achieve learning set so they achieve age-related expectations. Our tasks also allow children who have really mastered the learning to show their greater depth of understanding. Some children will receive follow up learning in areas which have not yet been secured. We keep a record of this so we can track children's learning and progression.

The overall summary assessment will draw on information from:

(1) Work from across the project, including a final assessment task.
(2) Face-to-face discussions at key learning points where pupils will show their understanding and thinking.
(3) Retrieval Quiz result – testing essential substantive knowledge and disciplinary knowledge.



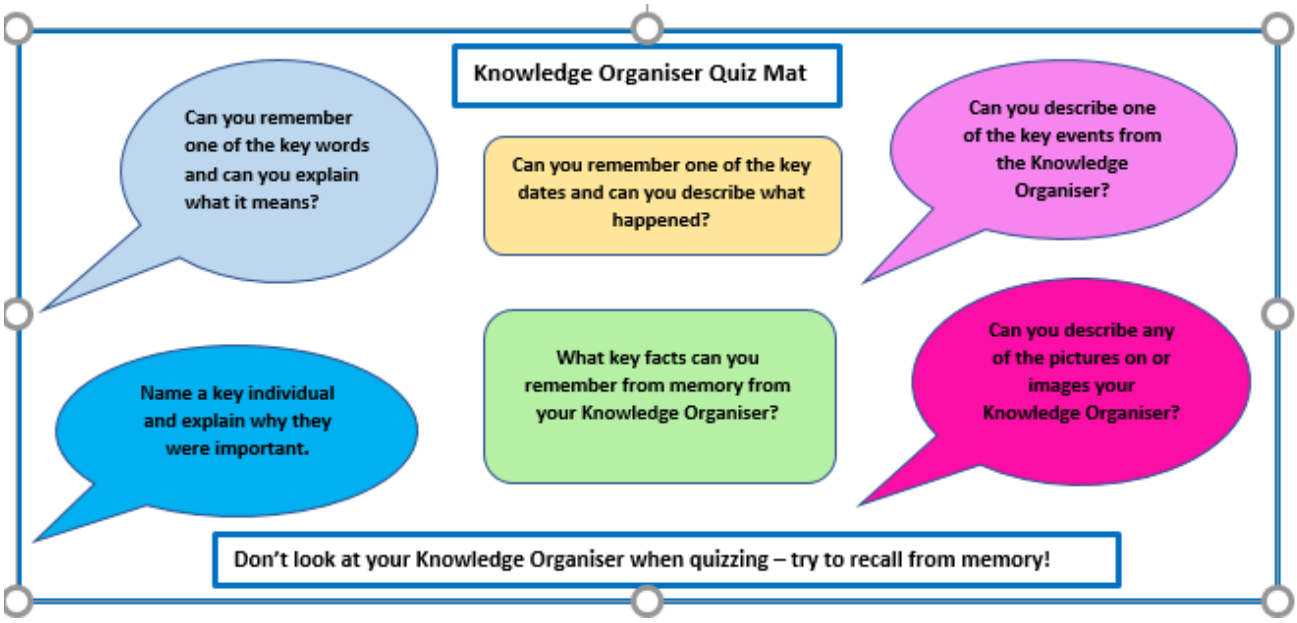

It is important that children retain their learning and can draw in it readily to support new learning. During a project, the children will have a number of quizzes which recall learning. The children enjoy these and are very effective at keeping learning at the forefront of their memory. Weekly curriculum reviews help children retrieve their learning from across the curriculum and connect it to previous learning, making meaningful connections.

## An example of assessment in Geography as identified in the medium term plans

<table>
<tr>
<td>To identify and describe what Paris is like</td>
<td>Zoom in on Paris. Provide children with some information about Paris. Use Flipchart in Lesson 5 folder to do this. There is a short workwheet for the children to complete to show what they have learnt. After that, children can use the lesson on Google Classroom to explore Paris and it's landmarks. Which landmark do they land at? Can they identify it? What is it like nearby?
<table>
<tr><th>I can use Google Street view to navigate around Paris?<br>Can you move up/down the street? Can you zoom?</th><th>I can identify physical features in the area of a given landmark<br>What physical features can you see?<br>What human features can you see?</th><th>I can identify similarities and differences between two locations in Paris<br>How is the area around Notre Dame similar/different to the area around the Louvre?</th><th>What would be your top 5/3 places to visit and why?<br>Ease of transport<br>Kerb appeal/architecture</th><th>Comment</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td>
<td>Whilst children are independently working, teachers to work with small groups to assess their use of GIS (street-view) to investigate places. Also assess children identifying and comparing features (human and physical)</td>
<td>Paris info flipchart in folder</td>
</tr>
<tr>
<td>Assessment<br>To compare Ringwood to Paris</td>
<td>So how different is Paris to Ringwood? What is the same? What is different? Make a class mind map of similarities and differences. Children then independently compare the two. Children are given statements about geographical qualities and have to say which is better Paris or Ringwood. They should give reasons too.</td>
<td>So how different is Paris to Ringwood? What is the same? What is different?</td>
<td>Sorting diagram</td>
</tr>
<tr>
<td>Recall moments</td>
<td>Give the children the road trip planner and explain the scenario. Children to list the countries on the planner. NB Portugal and Switzerland and included which gives GD children to show knowledge beyond that which was taught.<br>Children are then asked to give information about what kinds of things are in Paris and how Paris might vary from Ringwood.<br><br>GD- Make more meaningful comparisons rather than list of attraction in Paris.</td>
<td></td>
<td></td>
</tr>
</table>

### What are the different types of retrieval practice in the classroom?

1. Multiple choice questions or quizzes – paper or online
2. Verbal recall – talking about what pupils can recall
3. Writing from memory about what we have studied
4. Games and play that help pupils recall information
5. Think, pair, share – pupils recall information, discuss it with a partner and share it with the class
6. Using mini-whiteboards to write down answers, share with the teacher and then erase

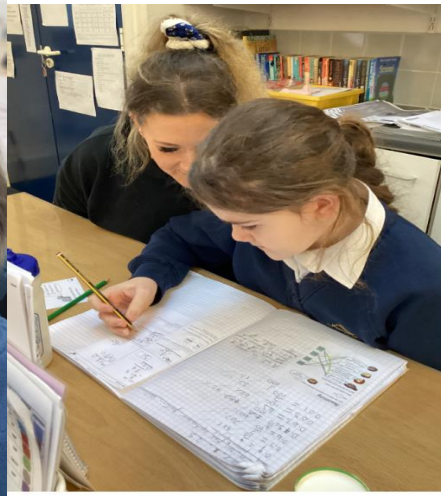


## Celebrating Learning

Displays in the classroom show learning journeys, key vocabulary and examples of learning. Subject leaders maintain a central subject display to promote the essence of their subject and to show excellence.

## Open Mornings and Afternoons

Each term, parents/carers receive a termly curriculum newsletter outlining what the children are learning and inviting them to support their child on this journey. Open afternoons give a first-hand taster of what their child is experiencing by joining them in the classroom. Performances, exhibitions, and concerts show the high outcomes achieved.





BEE KIND
Our weekly
Keep clear


KEEP I SAF