

Progression Document



WEST RISE

Music



Progression Document - Music



West Rise Curriculum

At West Rise, we grow Musicians who...

Know how to perform music using voices and instruments

Are able to listen and appraise using appropriate vocabulary

Understand how music is composed and created

West Rise Aims and Purpose		
Intent	Aims	Character Traits
<p>Music should be an enjoyable experience for pupils and teachers. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children's confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.</p>	<ul style="list-style-type: none"> • Experience a broad range of activities through curriculum music time • Be empowered to be creative in a range of musical activities • Singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. • Performances, such as Christmas productions, Upper and Lower school assemblies, and end of year shows, demonstrate that music is important to the life of the school. • Extracurricular activities, such as Rocksteady, choir and peripatetic music lessons, also provide children with experience of making music. • The impact of teaching music will be seen across the school with an increase in the profile of music. • Whole-school and parental engagement will be improved through performances and extracurricular activities for wider learning. 	<ul style="list-style-type: none"> • Perseverance/resilience - through practice • Gratitude - through response to performance • Kindness - when listening and appraising others' work • Teamwork - when composing and performing together, and as a member of an attentive audience • Respect - though listening and responding respectfully • Love of Learning - through enjoyment and participation in a wide range of musical styles

	<ul style="list-style-type: none"> • Participation in music develops wellbeing, promotes listening and develops concentration. • We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future 	
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National Curriculum

National Curriculum Aims and Purpose		
Purpose of Study	Aims	Attainment Targets
<p>Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p>	<p>The national curriculum for Music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<p>By the end of key stage 1 pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>By the end of key stage 2,</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music

Subject Content

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Progression - Knowledge and Skills

Subject Content	Knowledge and Skills			
	Year 3 Knowledge	Year 4 Knowledge	Year 5 Knowledge	Year 6 Knowledge
Listen and Appraise	<ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song 	<ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> • Some of the style indicators of that song (musical characteristics that give the song its style) • The lyrics: what the song is about • Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) • Identify the main sections of the song (introduction, verse, chorus etc.) • Name some of the instruments they heard in the song 	<ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? <ul style="list-style-type: none"> • To know the style of the five songs and to name other songs from the Units in those styles. • To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs 	<ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs from the Units in those styles. • To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs

			<ul style="list-style-type: none"> ○ The historical context of the songs. What else was going on at this time? 	<ul style="list-style-type: none"> ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity
	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
	<ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To think about what the words of a song mean. • To take it in turn to discuss how the song makes them feel. • Listen carefully and respectfully to other people's thoughts about the music 	<ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. 	<ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel. 	<ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music.

Subject Content	Knowledge and Skills			
	Year 3 Knowledge	Year 4 Knowledge	Year 5 Knowledge	Year 6 Knowledge
Musical Activities: Games	<ul style="list-style-type: none"> • Know how to find and demonstrate the pulse. • Know the difference between pulse and rhythm. • Know how pulse, rhythm and pitch work together to create a song. • Know that every piece of music has a pulse/steady beat. • Know the difference between a musical question and an answer. 	<ul style="list-style-type: none"> • Know and be able to talk about: <ul style="list-style-type: none"> • How pulse, rhythm and pitch work together • Pulse: Finding the pulse - the heartbeat of the music • Rhythm: the long and short patterns over the pulse • Know the difference between pulse and rhythm • Pitch: High and low sounds that create melodies • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to 	<ul style="list-style-type: none"> • Know and be able to talk about: <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to 	<ul style="list-style-type: none"> Know and be able to talk about: <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to

	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges.</p> <ul style="list-style-type: none"> ○ Children will complete the following in relation to the main song, using two notes: <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: <ol style="list-style-type: none"> a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> a. Bronze: Copy back - 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> 1. Find the Pulse ○ 2. Rhythm Copy Back: <ol style="list-style-type: none"> a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms ○ 3. Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> a. Bronze: Copy back - 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> • Bronze Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns <ul style="list-style-type: none"> • Silver Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes <ul style="list-style-type: none"> • Gold Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for them to copy back ○ Copy back three-note riffs by ear and with notation ○ Question and answer using three different notes 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> • Bronze Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns <ul style="list-style-type: none"> • Silver Challenge <ul style="list-style-type: none"> ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes <ul style="list-style-type: none"> • Gold Challenge <ul style="list-style-type: none"> • Find the pulse • Lead the class by inventing rhythms for them to copy back • Copy back three-note riffs by ear and with notation • Question and answer using three different notes

Subject Content	Knowledge and Skills			
	Year 3 Knowledge	Year 4 Knowledge	Year 5 Knowledge	Year 6 Knowledge
Musical Activities: Singing	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad 	<ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics 	<ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To know about the style of the songs so you can represent the feeling and context to your audience • To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features

	<ul style="list-style-type: none"> To know why you must warm up your voice 	<ul style="list-style-type: none"> Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice 	<ul style="list-style-type: none"> To know and explain the importance of warming up your voice 	<ul style="list-style-type: none"> Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice
	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
	<ul style="list-style-type: none"> To sing in unison and in simple two-parts. <ul style="list-style-type: none"> To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. 	<ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing. 	<ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.

Subject Content	Knowledge and Skills			
Musical Activities: Playing Instruments	Year 3 Knowledge	Year 4 Knowledge	Year 5 Knowledge	Year 6 Knowledge
	To know and be able to talk about: <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, a recorder) 	To know and be able to talk about: <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, recorder or xylophone) Other instruments they might play or be played in a band or orchestra or by their friends 	To know and be able to talk about: <ul style="list-style-type: none"> Different ways of writing music down - e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends 	To know and be able to talk about: <ul style="list-style-type: none"> Different ways of writing music down - e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends
	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
	<ul style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. 	<ul style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. 	<ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. 	<ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation.

	<ul style="list-style-type: none"> To listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song 	<ul style="list-style-type: none"> To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. 	<ul style="list-style-type: none"> To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.
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Subject Content	Knowledge and Skills			
	Year 3 Knowledge	Year 4 Knowledge	Year 5 Knowledge	Year 6 Knowledge
Musical Activities: Improvisation	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians 	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know three well-known improvising musicians
		Year 3 Skills	Year 4 Skills	Year 5 Skills
	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <ul style="list-style-type: none"> Bronze Challenge: <ul style="list-style-type: none"> Copy Back - Listen and sing back Play and Improvise - Using instruments, listen and play your own answer using one note. Improvise! - Take it in turns to improvise using one note. Silver Challenge: 	<p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ul style="list-style-type: none"> Bronze Challenge: <ul style="list-style-type: none"> Copy Back - Listen and sing back melodic patterns Play and Improvise - Using instruments, listen and play your own answer using one note. Improvise! - Take it in turns to improvise using one note. Silver Challenge: 	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> Play and Copy Back <ul style="list-style-type: none"> Bronze - Copy back using instruments. Use one note. Silver - Copy back using instruments. Use the two notes. Gold - Copy back using instruments. Use the three notes. Play and Improvise You will be using up to three notes: 	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> Play and Copy Back <ul style="list-style-type: none"> Bronze - Copy back using instruments. Use one note. Silver - Copy back using instruments. Use the two notes. Gold - Copy back using instruments. Use the three notes. Play and Improvise You will be using up to three notes:

	<ul style="list-style-type: none"> ○ Sing, Play and Copy Back - Listen and copy back using instruments, using two different notes. ○ Play and Improvise - Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! - Take it in turns to improvise using one or two notes. • Gold Challenge: ○ Sing, Play and Copy Back - Listen and copy back using instruments, two different notes. ○ Play and Improvise - Using your instruments, listen and play your own answer using two different notes. ○ Improvise! - Take it in turns to improvise using three different notes. 	<ul style="list-style-type: none"> ○ Sing, Play and Copy Back - Listen and copy back using instruments, using two different notes. ○ Play and Improvise - Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! - Take it in turns to improvise using one or two notes. • Gold Challenge: ○ Sing, Play and Copy Back - Listen and copy back using instruments, two different notes. ○ Play and Improvise - Using your instruments, listen and play your own answer using two different notes. ○ Improvise! - Take it in turns to improvise using three different notes. 	<ul style="list-style-type: none"> ○ Bronze - Question and Answer using instruments. Use one note in your answer. ○ Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: <ul style="list-style-type: none"> ○ Bronze - Improvise using one note. ○ Silver - Improvise using two notes. ○ Gold - Improvise using three notes. Classroom Jazz 2 - Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) 	<ul style="list-style-type: none"> ○ Bronze - Question and Answer using instruments. Use one note in your answer. ○ Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: <ul style="list-style-type: none"> ○ Bronze - Improvise using one note. ○ Silver - Improvise using two notes. ○ Gold - Improvise using three notes. Classroom Jazz 2 - Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)
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Subject Content	Knowledge and Skills			
Musical Activities: Composition	Year 3 Knowledge	Year 4 Knowledge	Year 5 Knowledge	Year 6 Knowledge
	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.) 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.) 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol
	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
<p>Help create at least one simple melody using one, three or five different notes.</p> <ul style="list-style-type: none"> • Plan and create a section of music that can be performed within the context of the unit song. 	<p>Help create at least one simple melody using one, three or all five different notes.</p> <ul style="list-style-type: none"> • Plan and create a section of music that can be performed within the context of the unit song. 	<ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. 	<ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. 	

	<ul style="list-style-type: none"> • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
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Subject Content	Knowledge and Skills			
Performance	Year 3 Knowledge	Year 4 Knowledge	Year 5 Knowledge	Year 6 Knowledge
	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with an audience with belief • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music
	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
<ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what 	<ul style="list-style-type: none"> • To choose what to perform and create a programme. • Present a musical performance designed to capture the audience. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. 	<ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. 	<ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. 	

	they were pleased with what they would change and why.	<ul style="list-style-type: none"> To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> To discuss and talk musically about it - "What went well?" and "It would have been even better if...?" 	<ul style="list-style-type: none"> To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"
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Progression - Vocabulary

Subject Content	Vocabulary			
	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Pulse - the regular heartbeat of the music; its steady beat. Rhythm - long and short sounds or patterns that happen over the pulse. Pitch - high and low sounds. Tempo - the speed of the music; fast or slow or in-between. Dynamics - how loud or quiet the music is. Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Texture - layers of sound. Layers of sound working together make music very interesting to listen to. Structure - every piece of music has a structure e.g. an introduction, verse and chorus ending. Notation - the link between sound and symbol. 	<ul style="list-style-type: none"> Pulse - the regular heartbeat of the music; its steady beat. Rhythm - long and short sounds or patterns that happen over the pulse. Pitch - high and low sounds. Tempo - the speed of the music; fast or slow or in-between. Dynamics - how loud or quiet the music is. Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Texture - layers of sound. Layers of sound working together make music very interesting to listen to. Structure - every piece of music has a structure e.g. an introduction, verse and chorus ending. Notation - the link between sound and symbol. 	<ul style="list-style-type: none"> Pulse - the regular heartbeat of the music; its steady beat. Rhythm - long and short sounds or patterns that happen over the pulse. Pitch - high and low sounds. Tempo - the speed of the music; fast or slow or in-between. Dynamics - how loud or quiet the music is. Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Texture - layers of sound. Layers of sound working together make music very interesting to listen to. Structure - every piece of music has a structure e.g. an introduction, verse and chorus ending. Notation - the link between sound and symbol. 	<ul style="list-style-type: none"> Pulse - the regular heartbeat of the music; its steady beat. Rhythm - long and short sounds or patterns that happen over the pulse. Pitch - high and low sounds. Tempo - the speed of the music; fast or slow or in-between. Dynamics - how loud or quiet the music is. Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Texture - layers of sound. Layers of sound working together make music very interesting to listen to. Structure - every piece of music has a structure e.g. an introduction, verse and chorus ending. Notation - the link between sound and symbol.

Progression - Curriculum Links

Subject Content	Curriculum Links			
	Year 3	Year 4	Year 5	Year 6
Computing	Sequencing in Music - using Scratch to combine sound commands and order notes in a sequence	Audio Editing - Use a device to record audio and play back sound, alter and edit digital sounds	Video Editing - Evaluating and considering sound and sound effects in videos	
English	<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p> <p>To follow instructions in a range of unfamiliar situations.</p> <p>To recognise when it is needed and ask for specific additional information to clarify instructions.</p> <p>To ask questions that relate to what has been heard or what was presented to them.</p> <p>To begin to offer support for their answers to questions with justifiable reasoning.</p> <p>To use vocabulary that is appropriate to the topic</p> <p>To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>To take account of the viewpoints of others when participating in discussions.</p>	<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p> <p>To follow complex directions/multi-step instructions without the need for repetition.</p> <p>To generate relevant questions to ask a specific speaker/audience in response to what has been said.</p> <p>To regularly offer answers that are supported with justifiable reasoning.</p> <p>To adapt their ideas in response to new information.</p> <p>To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>To begin to challenge opinions with respect.</p>	<p>To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.</p> <p>To follow complex directions/multi-step instructions without the need for repetition.</p> <p>To ask questions which deepen conversations and/or further their knowledge.</p> <p>To understand how to answer questions that require more detailed answers and justification.</p> <p>To engage in longer and sustained discussions about a range of topics.</p> <p>To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>	<p>To make improvements based on constructive feedback on their listening skills.</p> <p>To follow complex directions/multi-step instructions without the need for repetition.</p> <p>To regularly ask relevant questions to extend their understanding and knowledge.</p> <p>To articulate and justify answers with confidence in a range of situations.</p> <p>To communicate confidently across a range of contexts and to a range of audiences.</p> <p>To articulate and justify arguments and opinions with confidence.</p> <p>To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</p> <p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>To make reference back to their original thoughts when their opinions</p>

				<p>have changed and give reasons for their change of focus.</p> <p>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p> <p>To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p> <p>To offer an alternative explanation when other participant(s) do not understand.</p>
	Year 3	Year 4	Year 5	Year 6
History	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children should note connections, contrasts and trends over time.</p> <ul style="list-style-type: none"> - find out about the everyday lives of people in time studied compared with our life today; - explain how people and events in the past have influenced life today; - identify key features, aspects and events of the time studied; - describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children should note connections, contrasts and trends over time.</p> <ul style="list-style-type: none"> - find out about the everyday lives of people in time studied compared with our life today; - explain how people and events in the past have influenced life today; - identify key features, aspects and events of the time studied; - describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> - identify and note connections, contrasts and trends over time in the everyday lives of people; - use appropriate historical terms such as culture, religious, social, economic and political when describing the past; - examine causes and results of great events and the impact these had on people; <p>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> - identify and note connections, contrasts and trends over time in the everyday lives of people; - use appropriate historical terms such as culture, religious, social, economic and political when describing the past; - examine causes and results of great events and the impact these had on people; <p>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>
	Year 3	Year 4	Year 5	Year 6

Latin	The children learn a Latin song as a different way to access the new vocabulary.	The children learn a Latin song as a different way to access the new vocabulary.	The children learn a Latin song as a different way to access the new vocabulary.	The children learn a Latin song as a different way to access the new vocabulary.
Mathematics	Year 3	Year 4	Year 5	Year 6
	<p>Listen and Appraise</p> <ul style="list-style-type: none"> • Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) • Identify the main sections of the song (introduction, verse, chorus etc.) • To confidently identify and move to the pulse. • To take it in turn to discuss how the song makes them feel. • Listen carefully and respectfully to other people's thoughts about the music <p>Musical Activities: Games</p> <ul style="list-style-type: none"> • Know how to find and demonstrate the pulse. • Know the difference between pulse and rhythm. • Know how pulse, rhythm and pitch work together to create a song. • Know that every piece of music has a pulse/steady beat. 	<p>Listen and Appraise</p> <ul style="list-style-type: none"> • Some of the style indicators of that song (musical characteristics that give the song its style) • Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) • Identify the main sections of the song (introduction, verse, chorus etc.) • To confidently identify and move to the pulse. • To talk about the musical dimensions e.g. if the song gets louder in the chorus (dynamics). • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. <p>Musical Activities: Games</p> <ul style="list-style-type: none"> • Know and be able to talk about: <ul style="list-style-type: none"> ○ How pulse, rhythm and pitch work together ○ Pulse: Finding the pulse - the heartbeat of the music ○ Rhythm: the long and short patterns over the pulse ○ Know the difference between pulse and rhythm ○ Pitch: High and low sounds that create melodies ○ How to keep the internal pulse 	<p>Listen and Appraise</p> <ul style="list-style-type: none"> • Some of the style indicators of the songs (musical characteristics that give the songs their style) • Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) • Identify the main sections of the songs (intro, verse, chorus etc.) • To identify and move to the pulse with ease. • To think about the message of songs. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. • To talk about the musical dimensions • Talk about the music and how it makes you feel. <p>Musical Activities: Games</p> <ul style="list-style-type: none"> • Know and be able to talk about: <ul style="list-style-type: none"> ○ How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ○ How to keep the internal pulse 	<p>Listen and Appraise</p> <ul style="list-style-type: none"> • The style indicators of the songs (musical characteristics that give the songs their style) • Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) • Identify the structure of the songs (intro, verse, chorus etc.) • To identify and move to the pulse with ease. • To think about the message of songs. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions. • Talk about the music and how it makes you feel, using musical language to describe the music. <p>Musical Activities: Games</p> <ul style="list-style-type: none"> • Know and be able to talk about: <ul style="list-style-type: none"> ○ How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ○ How to keep the internal pulse

	Year 3	Year 4	Year 5	Year 6
Physical Education	<p>Listen and Appraise</p> <ul style="list-style-type: none"> Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) To confidently identify and move to the pulse. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music <p>Musical Activities: Games</p> <ul style="list-style-type: none"> Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. <p>Performance</p> <ul style="list-style-type: none"> It involves communicating feelings, thoughts and ideas about the song/music 	<p>Listen and Appraise</p> <ul style="list-style-type: none"> Some of the style indicators of that song (musical characteristics that give the song its style) Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) To confidently identify and move to the pulse. To talk about the musical dimensions e.g. if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. <p>Musical Activities: Games</p> <ul style="list-style-type: none"> Know and be able to talk about: <ul style="list-style-type: none"> How pulse, rhythm and pitch work together Pulse: Finding the pulse - the heartbeat of the music Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse <p>Performance</p> <ul style="list-style-type: none"> It involves communicating feelings, thoughts and ideas about the song/music 	<p>Listen and Appraise</p> <ul style="list-style-type: none"> Some of the style indicators of the songs (musical characteristics that give the songs their style) Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) To identify and move to the pulse with ease. To think about the message of songs. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions Talk about the music and how it makes you feel. <p>Musical Activities: Games</p> <ul style="list-style-type: none"> Know and be able to talk about: <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse <p>Performance</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music</p>	<p>Listen and Appraise</p> <ul style="list-style-type: none"> The style indicators of the songs (musical characteristics that give the songs their style) Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure of the songs (intro, verse, chorus etc.) To identify and move to the pulse with ease. To think about the message of songs. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions. Talk about the music and how it makes you feel, using musical language to describe the music. <p>Musical Activities: Games</p> <ul style="list-style-type: none"> Know and be able to talk about: <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music How to keep the internal pulse <p>Performance</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music</p>

Science	<p style="text-align: center;">Year 3</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <ul style="list-style-type: none"> - start to raise their own relevant questions about the world around them in response to a range of scientific experiences; <p>Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.</p> <ul style="list-style-type: none"> - make links between their own science results and other scientific evidence; - use straightforward scientific evidence to answer questions or support their findings; - identify similarities, differences, patterns and changes relating to simple scientific ideas and processes; - recognise when and how secondary sources might help them 	<p style="text-align: center;">Year 4</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <ul style="list-style-type: none"> - start to raise their own relevant questions about the world around them in response to a range of scientific experiences; <p>Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.</p> <ul style="list-style-type: none"> - make links between their own science results and other scientific evidence; - use straightforward scientific evidence to answer questions or support their findings; - identify similarities, differences, patterns and changes relating to simple scientific ideas and processes; - recognise when and how secondary sources might help them 	<p style="text-align: center;">Year 5</p> <p>Using straightforward scientific evidence to answer questions or to support their findings</p> <ul style="list-style-type: none"> - identify similarities, differences, patterns and changes relating to simple scientific ideas and processes - with growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences; - explore and talk about their ideas, raising different kinds of scientific questions; - ask their own questions about scientific phenomena; 	<p style="text-align: center;">Year 6</p> <p>Using straightforward scientific evidence to answer questions or to support their findings</p> <ul style="list-style-type: none"> - with growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences; - explore and talk about their ideas, raising different kinds of scientific questions; - ask their own questions about scientific phenomena;
S.P.H.E.R.E.	<p style="text-align: center;">Year 3</p> <p>About strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>To recognise that feelings can change over time and range in intensity</p> <p>About everyday things that affect feelings and the importance of expressing feelings</p>	<p style="text-align: center;">Year 4</p> <p>About strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>To recognise that feelings can change over time and range in intensity</p> <p>About everyday things that affect feelings and the importance of expressing feelings</p>	<p style="text-align: center;">Year 5</p> <p>That mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>About strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>	<p style="text-align: center;">Year 6</p> <p>That mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>About strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>

	<p>A varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>To recognise their individuality and personal qualities</p> <p>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>About the importance of friendships</p> <p>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties)</p> <p>That friendships have ups and downs</p> <p>About the impact of bullying</p> <p>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>To recognise positive things about themselves and their achievements</p> <p>About some of the skills that will help them in their future careers e.g.</p>	<p>A varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>To recognise their individuality and personal qualities</p> <p>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>About the importance of friendships</p> <p>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties)</p> <p>That friendships have ups and downs</p> <p>About the impact of bullying</p> <p>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>To recognise positive things about themselves and their achievements</p> <p>About some of the skills that will help them in their future careers e.g.</p>	<p>To recognise that feelings can change over time and range in intensity</p> <p>About everyday things that affect feelings and the importance of expressing feelings</p> <p>A varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>To recognise their individuality and personal qualities</p> <p>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>About the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>About the importance of friendships</p> <p>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties)</p>	<p>To recognise that feelings can change over time and range in intensity</p> <p>About everyday things that affect feelings and the importance of expressing feelings</p> <p>A varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>To recognise their individuality and personal qualities</p> <p>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>About the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>About the importance of friendships</p> <p>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties)</p>
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	teamwork, communication and negotiation	teamwork, communication and negotiation	That friendships have ups and downs About the impact of bullying To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own To recognise positive things about themselves and their achievements About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	That friendships have ups and downs About the impact of bullying To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own To recognise positive things about themselves and their achievements About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
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