

Core Subjects

English

Topic	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing:	Narrative: Stories with familiar settings, traditional tales, stories with repetition. Poetry: Repetitive & List Non-chronological reports Recount/Diary Entry Letter Instructions	Narrative: Traditional tales with a twist, adventure story, stories with predictable and patterned language. Non-chronological reports Recount/Diary Poetry: acrostic poetry & shape poetry (concrete poems & calligrams) question & answer poems & free verse, jokes & riddles Letter Instructions	Narrative: Myths, Stories with morals/fables, building character, setting and plot. Non-chronological reports Recount/Diary Poetry: Rhyming poems, rhyming couplets, limericks, free verse Letter Instructions Explanation Biographies	Narrative: Legend/fantasy, stories set in different cultures, play-scripts and dialogue to advance action. Biographies Non-chronological reports Recount/Diary Poetry: kennings, haiku, cinquain, personification/imagery poems, free verse Letter Instructions Explanation Newspaper Play scripts Discussions/Balanced Argument	Narrative: Historical story, mystery and suspense, adventure story set in an imaginary place. Biographies Non-chronological reports Recount/Diary Poetry: narrative poetry, modal verb poetry Letter Instructions Explanation Play scripts Newspaper reports Discussions/Balanced Argument Persuasion	Narrative: Science fiction story, ghost/horror stories, Biographies Non-chronological reports Recount/Diary Poetry: narrative poetry, free verse, monologue, sonnet, war poems Letter Instructions Explanation Play scripts Newspaper reports Discussions/Balanced Argument Persuasion
Core texts:	I will not Ever Never Eat a Tomato – Lauren Child. The Tiny Seed – Eric Carle The Jolly Postman at Christmas – Janet and Allen Ahlberg Biscuit Bear – Mini Grey Man on the Moon – Simon Bartram No Place Like Home – Ronojoy Ghosh	Interview with a Tiger- Andy Seed/ Nick East <i>Poems Aloud - Anthology</i> Little People, Big Dreams Series. Katie in London – James Mayhew Vlad and the Great Fire of London – Kate Cunningham	Escape from Pompeii- Christina Balit Little People, Big Dreams – Mary Anning. Tuesday – David Weisner Poetry: Poems to Perform- Julia Donaldson	The Village that Vanished- Ann Grifalconi Curious About Crocodiles- Owen Davey Romeo & Juliet - Shakespeare- Andrew Matthews The Midnight Fair – Gideon Sterer Poetry: Werewolf Club Rules – Joseph Coelho Stars with Flaming Tales – Valerie Bloom	The Adventures of Odysseus – Hugh Lupton Street Child – Berlie Doherty Floodland – Marcus Sedgwick Journey – Aaron Becker Poetry: The Highwayman- Alfred Noyes Scared – Neal Zellar & Joshua Seigal.	Letters from the Lighthouse – Emma Carroll Shackleton’s Journey- William Gill WW2 poetry (misc) Poetry: Benjamin Zephaniah – various.

Reading Books:			The Black Queen – Michael Morpurgo. Book of Bones:10 Record Breaking Animals- Gabrielle Balkan Ellie and the Cat – Malorie Blackman. Stone Age Boy – Satoshi Kitamura	Planet Omar (Accidental Trouble Magnet) – Zanib Mian The Ice Palace – Robert Swindells. <i>The Miraculous Journey of Edward Tullane – Kate Di Camillo</i>	Oranges in No Man's Land – Elizabeth Laird. Journey to Jo'burg – Beverly Naidoo The Boy at the Back of the Class – Onjali Q Rauf	Shiver Point – Gabriel Dylan A Kind of Spark – Elle McNicholl Holes – Louis Sachar The Final Year – Matt Goodfellow
Grammar & Punctuation:	Suffixes Prefixes 'un' How words combine to make sentences. Separation of words with spaces. Joining words and clauses using "and". Sequencing sentences to form short narratives. Introduction to capital letters, full stops, question marks and exclamation marks. Use capital letters for proper nouns and the personal pronoun "I".	Formation of adjectives and nouns using suffixes. Use of suffixes - adjectives into adverbs. Co-ordination: or, and, but. Subordination: when, if that, because. Expanded noun phrases How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Past and present tense. Commas in a list. Apostrophes. Capital letters, full stops, question marks and exclamation marks.	Use of nouns or pronouns for clarity, cohesion and to avoid repetition. Express time, place and cause using conjunctions, adverbs and prepositions. Extend sentences by using a wider range of conjunctions. Use the present perfect form of verbs. Inverted commas. Introduction to paragraphs. Headings and subheadings to aid presentation. Use fronted adverbials. Use commas after fronted adverbials. Using possessive apostrophes. Using a range of prefixes (eg: super, anti, auto). Use of the forms 'a' or 'an'. Identify word families.	Extend sentences with more than one clause by using conjunctions. Use the present perfect form of verbs. Choose nouns or pronouns appropriately. Use conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials. Use commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech. Apostrophes to mark singular and plural possession. Noun phrases expanded by modifying adjectives, nouns and preposition phrases. Use of paragraphs. Standard English forms for verb inflections instead of spoken forms. The difference between plural and possessive.	Relative clauses. Indicate degrees of possibility using adverbs or modal verbs. Devices to build cohesion in a paragraph. Linking ideas across paragraphs using adverbials of time. Use parenthesis. Use hyphens and commas to clarify meaning or avoid ambiguity. Use semicolons, colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list and punctuate bullet points consistently. The difference between formal and informal speech. The difference between structures for formal and informal speech and writing, including subjunctive forms. Synonyms and antonyms. Use of the passive. Link ideas across paragraphs using a wider range of cohesive devices. Layout devices. Use the perfect form of verbs to mark relationships of time and cause. Expanded noun phrases to convey complicated information concisely. Converting nouns or adjectives into verbs using suffixes.	Use brackets, dashes or commas to indicate parenthesis. Use hyphens and commas to clarify meaning or avoid ambiguity. Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list and punctuate bullet points consistently. The difference between formal and informal speech. The difference between structures for formal and informal speech and writing, including subjunctive forms. Synonyms and antonyms. Use of the passive. Link ideas across paragraphs using a wider range of cohesive devices. Layout devices. Use the perfect form of verbs to mark relationships of time and cause. Expanded noun phrases to convey complicated information concisely.

						Indicate degrees of possibility using adverbs or modal verbs. Relative clauses.
Spelling/Phonics:	Recap Phase 4 phonics Teach Phase 5 phonics Consolidation Phonics Check	Homophones and near homophones Year 2 phonics Common exception words Strategies at the point of writing Suffixes Proofreading Learning and practising spellings Apostrophe	Revisit Common exception words from Year 2 Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er' Rare GPCs The /e / sound spelt 'ei', 'eigh', or 'ey' The // sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin) Homophones Apostrophe Revise contractions from Year 2 Proofreading KS1 common exception • Learn words from the Years 3 and 4 word list. • Learn words from personal lists. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before) Prefixes and suffixes Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly' Rare GPCs The // sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin) Vowel digraphs from Years 1 and 2	The /e / sound spelt 'ei', 'eigh', or 'ey' The // sound spelt 'ch' The // sound spelt 'ou' Words ending /ure/ (treasure, measure) Prefixes 'in-', 'il-', 'im-' and 'ir-' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') Homophones Apostrophe Possessive apostrophe with singular proper nouns Proofreading Learn words from the Years 3 and 4 word list. The /g/ sound spelt 'gu' Words ending /t ə/ spelt 'ture' (creature, furniture) Endings that sound like /ən/, spelt '-tion', '-sion', '-ssion', '-cian' (invention, comprehension, expression, magician) Prefixes 'anti-' and 'inter-' Suffix '-ation' Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals Revisit Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Words with the /s/ sound spelt 'sc' (Latin in origin) Endings that sound like /ən/ spelt '-sion' (division, confusion) Suffixes Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i',	Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession Words with 'silent' letters Morphology/ Etymology Words with the letter string '-ough' Words ending in '-able' and '-ible' Homophones Use of the hyphen (co-ordinate, co-operate) Use of a dictionary to create word webs • Learn words from the Years 5 and 6 word list. Words with the /i:/ sound spelt 'ei' after 'c' (receive, ceiling) Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible' Suffixes – ous, ing, ed, es, ies Root words - graph, sign, micro ei/ie words	ending '-able/ably', '-ible/ibly' Revise words with the /i:/ sound spelt 'ei' after 'c'. words ending in '-fer'. Endings that sound like /ous/ spelt '-cious' or '-tious' (<i>precious, ambitious</i>) words from the Years 5 and 6 word list. Words containing the letter string '-ough' Generating words from prefixes and suffixes The /fəl/ sound, words ending 'tial' and 'cial' All homophones from KS2 Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency' Root words and meanings Extend the knowledge

			Prefixes and suffixes Suffix '-ly' with root words ending in 'le' and 'ic' The / / sound spelt 'y' other than at the end of words (gym, myth) The / / sound spelt 'ou' (young, touch)	'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (poisonous, outrageous)		
Handwriting:	Long- Legged Giraffe Letters One Armed Robot Letters Curly Caterpillars Zig Zag Monsters Capital Letters Upper and Lower case letters Numbers 0-9 Numbers 10-20 Begin using and practising the four basic handwriting joins: Diagonal join to ascender Diagonal join with no ascender Horizontal join to ascender Horizontal join, no ascender	To ensure consistency in size and proportions of letters and the spacing between letters and words. To build up handwriting speed, fluency and legibility through practice. horizontal joins diagonal joins diagonal joins to anticlockwise letters Building on joins to an ascender and a descender Break letters	Practice joining through a word in stages: no ascenders, no descenders Introduction of to and from the letter f Revision of joins	As the movement for joins becomes more familiar and fluent, the focus moves to develop a neat and even style by looking at size and proportion, parallel downwards strokes and spacing. Developing speed and fluency Revision of parallel ascenders and descenders Consistency of size Revision of joins	Introducing sloped writing in letter families Practicing sloped writing: proportion Different styles for different purposes: writing a paragraph Practicing handwriting for different purposes	Developing a personal, fast, fluent and legible handwriting style. Practising a range of ways of joining. Develop a style that 'works' for them. Focus on key issues for legibility, speed, styles and writing tools for different purposes. Producing legible joined handwriting. Maintaining legibility, fluency and speed in handwriting by choosing whether or not to join specific letters. Handwriting for different purposes; abbreviations Spacing between words. Handwriting for different purposes.

Core Subjects

Maths

Subject:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mathematics:	Time Number and Place Value - Measurement Number and Place Value - Addition and Subtraction	Time Addition and Subtraction – strategies within 10. Number and Place Value – Composition of Numbers Measurement – length	Number and Place Value Addition and Subtraction Multiplication Addition and Subtraction (further development) Multiplication and Division	Number and Place Value Measurement - length, volume and mass Addition and Subtraction Multiplication and Division	Number and Place Value Addition and Subtraction Multiplication and Division Fractions	Number and Place Value Addition, subtraction, multiplication and division Fractions Measurement (conversion) Ratio and proportion

	Addition and Subtraction – Aggregation and partitioning 2D and 3D Shapes - Position and Direction Number and Place Value – Addition and Subtraction Addition and Subtraction – strategies within ten. Number and Place Value – Composition of Numbers Measurement – coins Number and Place Value – Composition of Numbers Measurement – length Number and Place Value – Composition of Numbers Addition and Subtraction - numbers 11-19 Number and Place Value Measurement – length Number and Place Value Measurement – money Multiplication and Division Number and Place Value Multiplication and Division Mass/Weight and Volume and Capacity Time Yes Programme link occupation – pilot (number operators) Mathematician – <i>Dr. Anne-Marie Imafidon or Rachel Riley</i>	Number and Place Value - Addition and Subtraction Multiplication and Division – Equal groups. Multiplication and Division – Times tables – groups of 2, Times tables groups of 10+5, Factors – and 1. Doubling & halving – commutativity, division. Addition and Subtraction – 2 digit and 2 digit numbers up to 100, subtractions 2 digit and 2 digit numbers. Fractions Geometry – shape Measurement – time, length/height, mass/weight, volume & capacity, temperature. Statistics Geometry – position and direction. Yes Programme link occupation – climatologist Mathematician – <i>Katherine Johnson</i>	Multiplication and Division- further development Measurement Fractions Geometry - Shape Statistics Yes Programme link occupation – drummer Mathematician – <i>Alan Turing</i>	Multiplication and Division- further development Fractions Decimals Perimeter and Area Geometry - Shape Time Statistics Position & Direction Yes Programme link occupation – Event planner Mathematician – Benjamin Bannekar	Multiplication and Division- further development Fractions – further development Measurement – perimeter and area Geometry – shapes and angles Fractions – decimals Geometry – position and direction Measurement – converting units & volume Statistics Yes Programme link occupation – Ski instructor (decimals) Mathematician – <i>Pythagoras</i>	Algebra Decimals Fractions, Decimals & Percentages Geometry – shape Measurement Fractions – further development Converting Units Statistics Geometry - position & direction Measurement - area & perimeter, volume SATS consolidation Problem Solving Yes Programme link occupation – paint mixer (ratio) and market researcher (identifying data) Mathematician - <i>Muhammad ibn Musa al-Khwarizmi</i>
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Core Subjects

Science

Subject:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Science	Animals The Human Body Materials Plants Seasons	Animals The Human Body Everyday materials Plants Living things and their habitats	Skeletons Forces & magnets Light Nutrition Plants Rocks, Fossils and Soils	The Human Body Electricity Living things & their habitats Sound States of Matter Food chains & food webs	Earth in space Reversible and Irreversible Changes Animals including humans Forces Lifecycles	Electricity Light Living things & their habitats The Circulatory System Adaptation
Foundation Subjects						
Subject:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History	Changes in living memory The first flight Nurturing nurses	Fashion Designers The Great Fire Of London Local Study	Stone Age to Iron Age Romans Anglo Saxons	Vikings Tudors Ancient Egypt	Ancient Greece The Victorians	WW2 Local Study Ancient Maya
Geography	Where do I live? SCHOOL AND LOCAL AREA Fieldwork - General observations of school and the local area What is the weather? SCHOOL AND WEATHER Fieldwork - Investigating weather in the school grounds Why don't elephants and polar bears live together? HOT AND COLD COUNTRIES How do we travel? Local area - transport	Is Red Riding Hood set in the UK? The UK What the similarities and differences between London and Meghalaya? LONDON/SMALL AREA OF ASIA Fieldwork - Walk to Arnos Park – looking at bridges Where in the world does our food come from? CONTINENTS	Why was London chosen to be the capital city of England? UK CITIES AND COUNTIES Why do we trade with other countries? TRADE Do we live in a biome? BIOMES Fieldwork – What Biome do we live in?	Uganda to Egypt. What is it like at both ends of the River Nile? AFRICA Fieldwork - Friary Park – waterways Is it true that the water we drink has already been drunk by the Vikings? WATER CYCLE AND RIVERS What were the effects of Tudor Exploration? NORTH AMERICA	What can we find out about the Earth from space? ASIA/ Physical and Human Geography What is inside the earth...and how do we know? MOUNTAINS AND EARTHQUAKES Why would people choose to live near a volcano? VOLCANOES	Where did the influential battles of WW2 take place? EUROPE What should happen to Antarctica in 2041 when the Antarctic Treaty finishes? ANTARCTICA Should people be allowed to chop down trees in the Amazon rainforest? SOUTH AMERICA AND RAINFORESTS Fieldwork - Trent Park – different types of flora/fauna
Computing	Computer Science Digital Literacy - personal information online IT Communicating & Presenting – digital photography IT – using technology	Computing – Sequencing with block coding Digital Literacy – digital footprint & passwords IT Communicating – email, keyboard skills – typing, using computers to create art IT Data retrieving - collect data, present data - graphs, pictograms, ask questions	Computing – Repetition Digital Literacy – Digital citizens IT Communicating – animation, desk top publishing IT Data retrieving – branching data bases	Computing – Selection/Conditionals Digital Literacy – Identity, respect, trust, cyberbullying IT Communicating – Audio editing IT Data retrieving - Data Logging	Computing – Events Digital Literacy – identity, choices, positive contribution IT Communicating – video editing IT Data retrieving - Flat file data bases	Computing – Variables Digital Literacy – mental health, digital wellbeing, PEGI rating IT Communicating – creating a web page IT Data retrieving - spreadsheets

Art	Drawing – lines Painting – primary & secondary colours Collage Digital Media Sculpture Printing	Drawing – blending, foreground etc Painting – Landscapes Digital Media Printing Textiles	Drawing – Cave drawings, faces Painting – complementary colours Digital Media Collage Sculpture	Drawing – shadows, reflections & body proportion Painting – mix colours to match objects Printing Textiles	Drawing – Tone & texture & eyes Painting – creating mood Printing Textiles Collage	Drawing – perspective, light & shade & hands Painting – composition Painting – shades, tints & tones. Sculpture Digital Media
DT	Construction – wheels & axles Food – gingerbread men Food – pitta bread pizza Food – salad Sheet Materials – pop up cards	Construction – Bridges Construction –Moving picture boxes Food – bread Food – Veg stir fry Food - sandwiches Textiles - T shirts	Construction – Chairs Food – Fruit salad Sheet Materials – Levers, pivots & pop ups	Food – Biscuits Textiles – Purses Sheet Materials/Mechanisms – Automata toys	Food – Flat breads Textiles – Bags	Construction – Shelters Food – Soup
RE	BQ1: What is a god? BQ2: Where do we come from? BQ4: How are Christmas and Easter celebrated? BQ5: What does it mean to be good? BQ6: What do we celebrate?	Visit a synagogue Christianity Christmas Easter Judaism Relationship with God Islam Praying - Hajj Belonging - The mosque	BQ1&2: What do Hindus believe? BQ3: How do miracles inform beliefs? BQ4: What does Christmas mean to me? BQ5: What can the 10 commandments teach us about being good? BQ6: Why would you go on a pilgrimage?	Visit a church Christianity Christmas Easter The four gospels Forgiveness Going to church Buddhism Being happy The Buddha's teachings Leading a good life	Visit a Gudwara Christianity Christmas Easter The trinity Commitment to God Sikhism How far would a sikh go for their religion Sikh stories Commitment to God	Visit a Mosque Christianity Christmas Easter Is anything ever eternal? A new covenant Islam Commitment to God Belief in life after death
PSHE	All about me Awareness of feelings Being different Keeping Safe Keeping well and clean Looking after myself Losing & finding Money My family My friendships Parts of the body The environment First Aid (workshop) Equality - Ethnicity	All about my feelings Coping with conflict Families Global Food Healthy people Keeping safe Making & breaking friendships Money – shopping & saving Parts of the body Special days First Aid (workshop) Equality - religion	Aspirations Different Families Emotions & feelings Healthy lifestyles Keeping safe Managing money Me and my community Parts of the body Peer influence & pressure Safe relationships Smoking Where do things come from First Aid (workshop) Equality – Age discrimination	Aspirations Drugs & alcohol Friendship & inclusion Healthy lifestyles Introduction to puberty & growing up Community & shared responsibility Media & me Mental Health Money & me Persuasion & pressure Rights & responsibilities First Aid (workshop) Equality - Sex	Media & digital resilience Being left out Democracy Drug education Friendships & bullying Healthy lifestyles Mental health & wellbeing Money Personal safety Puberty Relationships Self respect & personal goals Stereotypes & diversity Aspirations First Aid (workshop) Equality - Disability	Celebration & supporting each other Conflict resolution Democracy Drug education Family dynamics Healthy lifestyles Digital resilience Mental health & online safety Money & me Moving on Personal safety & FGM Bullying Puberty & relationships Relationships Sex Education First Aid (workshop) Equality - Sexuality

PE	Gymnastics: Flight (bouncing, jumping, landing) Points and Patches Rocking and Rolling Games: Large ball skills Throwing, catching and aiming Bat and ball skills Medium and large ball skills Skipping skills and healthy activity circuits Dance: Animals Performance The seasons Forest School	Gymnastics: Pathways (straight, zig-zag, curving). Turning, spinning, twisting. Linking movements together Games: Throwing and catching Developing dribbling, hitting and kicking Making up own games using existing skills – focus on individual and partner games Developing skipping skills and healthy activity circuits Inventing games involving attacking and defending Dance: Performance Plants Starry skies Athletics	Gymnastics: Stretching, curling and arching Symmetry and asymmetry Travelling with a change of front and change of direction Games: Developing throwing and Catching skills. Dance: Dance performance Dance country dancing Dance extreme earth Develop basic skills (Hockey) Invasion Games: Passing, Receiving and Ball Handling Skills (Netball) Fitness and healthy lifestyles activities Athletics: Throwing, Jumping and Running Striking & Fielding Building Cricket Skills (Cricket) Orienteering Team building games	Swimming Gymnastics: Balance Receiving body weight Rolling Invasion Games: Building passing, receiving & small games (basketball) Developing and building Football skills (football) Building dribbling passing & scoring skills with small games (tag rugby) Fitness and healthy lifestyles activities Dance: African dance Tudor dance Water dance Athletics Throwing, Jumping, Running Developing Racket Skills – Net/wall (tennis)	Gymnastics: Bridges Spinning and Turning Flight Invasion: Developing dribbling, passing & shooting skills with games (netball) Developing dribbling, passing & shooting skills with games (hockey) Developing rugby skills (tag rugby) Dance: Dance from around the world Greek myths Eco dance Athletics - Throwing, Jumping and Running OAA Fitness and healthy lifestyles activities including leadership skills Striking & Fielding Developing cricket skills, game awareness and problem solving (cricket)	Gymnastics: Matching, Mirroring and Contrasting Synchronisation and Canon Counter-balance/tension Invasion Games: Developing dribbling, passing & shooting skills with games (basketball) Developing football skills (football) Attacking and defending strategies (Handball) Athletics Throwing, Jumping, Running Dance: Electricity WW2 Dance through the ages OAA Fitness and healthy lifestyles activities including leadership skills Net/Wall: Developing racket skills, small games introducing tactics and strategies (tennis/rounders)
Spanish	Simple greetings Exchanging personal information: how you feel, name Numbers 1-10 Colours Farm Animals	Greetings Exchanging personal information: how you feel, name and age Numbers 1-10 Colours Farm Animals	More greetings Exchanging personal information: name, age, how you feel, birthday Numbers 1-31 Days of the week, months.	More greetings Objects of the class Asking where something is Family members	Fruits Giving instructions to create a recipe Creating your own recipe Using a dictionary to translate	Numbers 1-50 Presentation on a Spanish Speaking countries Festivals of Spanish speaking countries Clothes

	Wild animals Parts of the body Fruits Saying It's cold and its hot	Wild animals Parts of the body More Fruits Saying it's sunny, cloudy or raining	Saying the date Birthdays Alphabet and spelling Fruit Buying ice cream Weather	Exchanging personal information: describing your family Parts of the body Describing a monster Fruits Creating your own ice cream shop Buying and selling ice cream	Places in town Asking for directions and giving directions Spanish speaking countries Parts of the body-saying something hurts	The weather Describing what someone is wearing in different weather and seasons. Describing your school uniform Writing a letter to Spanish children
Music	Singing Games Infant Show Prep Xylophones (Part 1) Xylophones (Part 2) Jack and the Beanstalk (composition) Timbre and Tempo	Singing Games Infant Show Prep Xylophones (Part 1) Xylophones (Part 2) Graphic Scores and Reading Symbols Boom Whackers	Xylophones (Part 1) Nativity/Singing Xylophones (Part 2) Traditional Indian Music West African Rhythms Ukulele	African Drumming Notation/Xylophones Boom Whackers (1) Boom Whackers (2) Singing (BMF) Ukulele (1) Ukulele (2)	Singing with Genre Boom Whackers (notation) Ukulele (1) Ukulele (2) Singing (BMF) Band Lab (Composition)	Genre & Drumming (Samba) Ukulele (1) Ukulele (2) Singing (BMF) Band Lab Boom Whackers Singing (Y6 Show)