
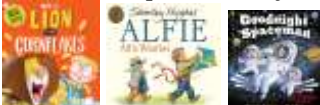



Year 1 Curriculum Contents-Spring Term

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PSHE		R.E.	
Intent	<p>PSHE helps pupils to develop the knowledge, skills attitudes and understanding they need to fulfil their potential. Teaching children how to keep themselves healthy, safe and able to make informed decisions in their future life and work.</p> <p>Module 2: Created to love others: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe</p>	Intent	<p>As a Catholic school we are committed to the Catholic Faith, recognising and valuing every individual as special and unique in the image and likeness of God.</p> <p>Religious Education respects and promotes each child's innate capacity for wonder, awe, reverence and spirituality. Our Religious Education curriculum leads our children to aspire not to have more, but to be more; children are taught about God's love; they learn about their Christian responsibilities; children are provided with experiences of church, Catholic and Christian traditions, as well as being taught to be respectful and understanding of people and traditions from other faith backgrounds. Through Religious Education our children learn about their unique place within the home, school and parish community.</p>
Implementation	<p><u>Unit 1 – Religious Understanding</u> begins with an adapted version of the Prodigal Son story to show</p>	Implementation	<p>We follow the 'Come & See' Religious Education Programme in line with guidance</p>

Year 1 Curriculum Contents-Spring Term

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(See Cross curricular links documents)



Spring Term 1 Class Readers

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Spring Term 2 Class Readers

- *One Snowy Night* by Nick Butterworth
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children that God loves us, and nothing we can do will stop Him from loving us.

In Unit 2 – Personal Relationships children once again meet Super Susie, who helps them to identify the 'special people' in their lives who they love and can trust. In further sessions, children will learn how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships.

In Unit 3 – Keeping Safe, Super Susie helps children to tell the difference between good and bad secrets. This unit also explores the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet, and teaching on physical boundaries, incorporating the PANTS resource by the NSPCC. Through the animated expert Dr Datfa, children will also learn about the effects of harmful substances (including alcohol and tobacco), some basic First Aid, what makes a 999 emergency and what they should do if in an emergency situation.

from the Hexham & Newcastle diocese.


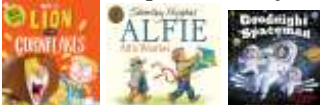

This programme provides:

- opportunities for celebration, prayer and reflection in implicit and explicit ways.
- children with the language of religious experience - a 'literacy' in religious activities, places, stories, symbols and rituals, people and objects.
- a 'systematic presentation of Christian event, message and way of life' in ways appropriate to the age and stage of development of the child.
- that for its implementation and production it requires the adults involved to understand the underlying theological as well as educational principles.
- appropriate materials about other faiths.
- academic respectability as in other curricular areas – utilising appropriate stages from the National Curriculum.

The three main topics this term are:



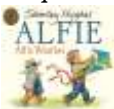




- **Local Church - Special People:** That

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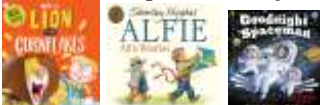

			<p>there are special people in our lives who are there to help us and that on Sunday, in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus.</p> <ul style="list-style-type: none"> • Eucharist - Meals: That families and groups share special meals and that Mass is Jesus' special meal. • Lent/Easter - Change: That we change and grow and that Lent is a time to change in preparation for the celebration of Easter.
Impact	<p>By the end of this term it is our intention that the vast majority of children will understand:</p> <ul style="list-style-type: none"> • That we are part of God's family; saying sorry is important and can mend friendships; we should love others the same way God loves us; • To identify 'special people' (their parents, carers, friends, parish priest) and the importance of being close to and trusting special people and telling them if 	Impact	<p>By the end of each topic, children acquire the skills of assimilation, celebration and application of the following:</p> <ul style="list-style-type: none"> • Local Church - Special People: children will be able to recognise some stories about Jesus and recognise how everyone helps each other because they belong to the parish family. • Eucharist - Meals: children will be

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	<p>something is troubling them.</p> <ul style="list-style-type: none"> How to treat others well, the characteristics of positive and negative behavior and relationships; How to be sorry; recognising unkindness in themselves and in others and how to forgive like Jesus teaches us; How to be safe online; knowing what is and isn't safe and who to turn to when they feel uncomfortable; What constitutes good versus bad secrets and who to trust when something is troubling them. 		<p>able to recognise the story of Jesus' special meal at the Last Supper; retell the story of Jesus' special meal, The Last Supper and be able to use religious words to say what happens at Holy Communion during Mass.</p> <ul style="list-style-type: none"> Lent/Easter - Change: children will be able to recognise the stories of Palm Sunday, Good Friday and Easter Sunday as religious stories and retell them; children will be able to recognise some religious signs and symbols of Ash Wednesday, Lent and Easter Sunday and use some religious words and phrases to describe some religious actions and symbols; children will be able to recognise that people use the opportunity of Lent to make a new start and begin to describe how Christians choose to use the opportunity of Lent to change.
English-Speaking & Listening		English-Word Reading & Composition	
Intent	Speaking and listening are essential life skills. Our aim is to enable pupils to be	Intent	In Reading, we aim to teach our pupils to read confidently, fluently, accurately and

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	<p>increasingly confident in using spoken language in a variety of contexts in order to communicate ideas, views and feelings. We encourage pupils to express themselves creatively and imaginatively. Pupils will use their knowledge, skills and understanding in speaking and listening across a range of curriculum areas.</p>		<p>with understanding. Pupils are encouraged to develop the habit of reading for both pleasure and information. Confident reading enables pupils to acquire knowledge and build on what they know. Through reading, pupils will have a chance to develop culturally and emotionally.</p>
<p>Implementation</p>	<p>Pupils will be taught to communicate across a range of contexts. They will learn how to speak clearly and confidently to an audience. Pupils will have the opportunity to work in groups of different sizes; in pairs, small groups, large groups and as a whole class. They will be encouraged to expand and develop their vocabulary to discuss concepts and enhance their knowledge about language.</p>	<p>Implementation</p>	<p>Using an engaging visual and text-based stimulus, children will take part in individual and daily guided group reading. During guided and class reading sessions, children will be encouraged to ask relevant questions to gain a better understanding of a text. They will learn to read and respond to levelled texts drawing on inferences such as inferring a characters' feelings, thoughts and motives from their actions (using VIPERS). Pupils will continue to develop their vocabulary and the breadth and depth of their reading, in order to encourage</p>

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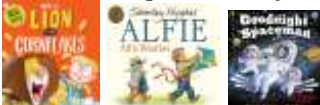

			<p>them to become independent, fluent and enthusiastic readers.</p> <p style="text-align: center;"><u>V</u>ocabulary</p> <p style="text-align: center;"><u>I</u>nter</p> <p style="text-align: center;"><u>P</u>redict</p> <p style="text-align: center;"><u>E</u>xplain</p> <p style="text-align: center;"><u>R</u>etrieve</p> <p style="text-align: center;"><u>S</u>equence</p>
Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> Participate in discussions, presentations, performances, role play, improvisations and debates Speak clearly and fluently in different contexts Give well-structured descriptions, explanations and narratives for different purposes 	Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> Apply their phonic knowledge to decode words Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these

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	<ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Consider and evaluate different viewpoints 		<p>occur in the word</p> <ul style="list-style-type: none"> • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
English-Writing: Transcription & Handwriting		Writing: Composition, Vocabulary, Grammar & Punctuation	
Intent	Our aim is for pupils to write clearly and accurately. They will be encouraged to write legibly and fluently; with an increasing knowledge of the relationship between sounds and letters, word structure and the spelling structure of words.	Intent	Writing enables pupils to communicate ideas, express themselves creatively, provide information and persuade a reader of a viewpoint. Pupils will be encouraged to use inspiration and ideas from reading in order to prepare their ideas before they write. Effective composition involves articulating and communicating ideas, then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.
Implementati	Children will practice handwriting using	Implementati	Pupils will develop their range of writing

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on	<p>'Letterjoin' to produce consistency in size and proportion of letters, consolidate correct joins and increase fluency and pace. Pupils will be given the opportunities to write a variety of genres.</p>	on	<p>styles and the use of more varied grammar, vocabulary and narrative structures in order to compose their own examples of different writing genres.</p>
Impact	<ul style="list-style-type: none"> • Begin to form lower-case letters in the correct direction, starting and finishing in the right place as well as capital letters and digits 0-9. • Spell words containing each of the 40+ phonemes already taught. • Name the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound. • Write from memory simple sentences dictated by the teacher that include words using the grapheme-phoneme correspondences and common 	Impact	<ul style="list-style-type: none"> • Write sentences by: saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives and re-reading what they have written to check that it makes sense. • Use exclamation marks to punctuate statement sentences. • Use question marks to punctuate question sentences. • Join words and clauses using 'and'. <p><u>Fiction Stories: Funny Stories</u></p> <ul style="list-style-type: none"> • Read, discuss and write a story as a class.

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exception words taught so far.

- Write descriptions using adjectives, adverbs and phrases
- Use capital letters for the beginning of sentences, names and the days of the week
- Write a funny story based around a familiar class reader.


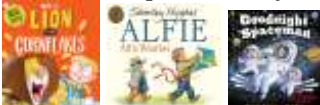

Poetry: Poems About the Senses

- Read and appreciate poems about the five senses
- Write lines of poetry based on a theme.

Non-fiction: Instructions/Persuasion



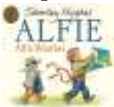




- Use the correct sentence punctuation when writing instructions.
- Discuss and apply the features of an instructions text.
- Provide reasons using 'because' in their writing.
- Plan and write a book incorporating

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			their previous learning.
Mathematics		Science	
Intent	<p>Maths is highly interconnected to other curriculum areas and is essential to everyday life. We aim for pupils to become fluent through varied and frequent practice so that they develop conceptual understanding. Children will be encouraged to approach problem solving in an organised manner, recording their work in a systematic way in order to make clear connections. They will develop their use of mathematical language in order to be able to communicate their ideas.</p>	Intent	<p>Science can be used to explain what is occurring, make predictions and analyse results. We aim for pupils to develop their scientific skills and knowledge through engaging in different types of science enquiry. They will be encouraged to ask and answer scientific questions and understand the role of science in the world around them. Children will extend their knowledge of specialist vocabulary.</p> <p>Science Week In March we intend to be part of British Science Week. This event runs throughout the whole of the UK with the aim of celebrating science, engineering, technology and maths (STEM). The idea is to raise awareness, spark enthusiasm and celebrate science, engineering, technology and maths across the school. Pupils will take part in a</p>

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			<p>variety of STEM related activities which break down the stereotypes surrounding STEM and promote cross-curricular learning.</p>
<p style="text-align: center;">Implementati on</p>	<p>We have a mastery approach to teaching Maths. This means that the majority of pupils progress through the curriculum content at the same pace. Maths objectives are taught through units of work that allow children to practice and consolidate key knowledge and skills. Providing variation through problem solving and reasoning, allows children to build fluency and a more in depth understanding of mathematical concepts. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.</p>	<p style="text-align: center;">Implementati on</p>	<p>The acquisition of key scientific knowledge is an integral part of our science lessons. Promoting science in school is highlighted by the use of 'Working Scientifically' walls in each classroom, where key vocabulary is displayed for the duration of the topic alongside the working scientifically skills for each session. We aim to develop and promote the importance of developing scientific enquiry across year groups. Emphasis is placed on learning outside of the classroom, with each class having designated timetabled 'Forest School' time and where applicable educational visits are linked to developing children's science topical learning. Science specific home learning tasks, supporting parental engagement help support children's natural curiosity whilst enabling them to experience first-hand the science all around them.</p>

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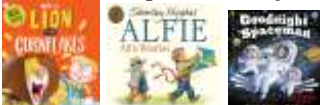

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Science Week

- Breaking down of stereotypes using a weekly introduction of 'STEM scientist of the Week'.
- Introduction to the variety of STEM related careers.
- Awareness of the attributes required for a career in STEM.
- Recognition of the STEM attributes pupils demonstrate throughout the school day.
- Identifying innovations and conversations around the uses of these in our everyday lives.
- Practical experiences to get pupils thinking in order to conceive 'Innovating for the Future'
- Sharing innovations and ideas with others.
- Communicating with 'real' life STEM ambassadors for inspirational career talks and support with innovations.
- Completion of CREST awards at home

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Impact	<p><u>Addition and Subtraction within 20</u></p> <ul style="list-style-type: none"> ● Add numbers to 20 by counting on and add ones using number bonds. ● Add numbers by making 10. ● Subtract numbers crossing ten by counting back. ● Compare addition and subtraction number sentences. <p><u>Place Value within 50</u></p> <ul style="list-style-type: none"> ● Count confidently forwards and backwards to 50. ● Represent the tens and ones in numbers to 50 and count to 50 in tens. ● Count one more and one less than numbers to 50. ● Compare and order numbers to 50. ● Count in 2s and 5s to 50. 	Impact	<p style="text-align: right;">and at school.</p> <p><u>Scientists and Inventors</u></p> <ul style="list-style-type: none"> ● Identify the material that Lego is made out of and observe and describe properties of plastic. ● Sort animals into 4 groups based on their body parts. ● Name 6 sensory plants and add information to a pictogram to show their favourite plant. ● Make a rain gauge and use it to measure rainfall and record rainfall data ● Identify which materials will keep us warm. <p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> ● Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. ● Describe and compare the observable features of animals from a range of groups.
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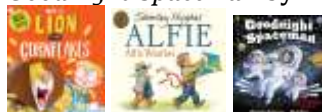
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Measure: Length and Height

- Compare lengths and heights.
- Measure lengths using non-standard units.
- Introduce rulers and measure using centimetres.
- Solve addition and subtraction problems about measure.

Measure: Weight and Volume

- Introduce weight and mass.
- Measure and compare mass and solve problems.
- Introduce capacity and volume.
- Measure and compare capacity.

- Identify and group animals according to what they eat.
- Name and locate parts of the human body and begin to make suggestions about what some parts of the body do.
- Name the 5 senses and the part of the body they are related to.
- Explain how they use each of their senses.
- Identify a variety of common animals.








Science Week

Encourage STEM interest in pupils and introduce transferable skills used by those working in STEM jobs.

Promote positive attitudes towards STEM and break down stereotypes for working in this field.








Enthuse children in creating their own

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			<p>inventions and how these will be useful.</p> <p>Contact with 'real' people who use innovations (tools) to make their work more efficient.</p> <p>Research inventions and innovations and how they influence our lives today.</p> <p>Develop greater awareness of scientists who have changed the world with their discoveries and innovations.</p> <p>Pupils to complete and run their own CREST projects.</p> <p>To raise awareness, spark enthusiasm and celebrate science, engineering, technology and maths across the school.</p>
History		Geography	
Intent	In Key Stage 1 children study the National Curriculum for History and we aim to: continue to develop their understanding of chronology, including their own	Intent	In Key Stage 1 children study the National Curriculum for Geography and we aim to: Inspire pupils with a curiosity about the world. We aim to teach children about

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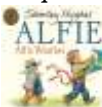




	<p>chronology, and begin to study deeper into the past; ensure children understand who significant individuals were and that they had an impact on the history of Britain and enable children to acquire historical thinking skills, including using historical vocabulary, the ability to ask and answer relevant questions, and to use sources to understand key events.</p>		<p>diverse places, people, resources and natural and human environments. This knowledge about the world will help them to deepen their understanding of Planet Earth and how we all have a role in sustaining and protecting our environment.</p>
Implementation	<p>Children will learn in depth about the experiences of great explorers Roald Amundsen, Ameila Earhart, Neil Armstrong, Christopher Columbus, Nellie Bly and James Cook.</p> <ul style="list-style-type: none"> They will discuss the criteria for what makes a person significant and also encourage them to consolidate their understanding of chronology by comparing the historical periods in which these great explorers lived. Children will develop historical skills through discussion, roleplay and sorting and analysing using a variety of sources, making connections and asking 	Implementation	<p>Children will learn in depth about different types of weather in their immediate environment along with the four seasons. Children will be introduced to hot and cold areas of the world and the impact of weather types. Children will have opportunities to observe and record the weather and present their own weather forecasts.</p> <ul style="list-style-type: none"> They will identify daily and seasonal weather patterns in the context of the weather in the UK. They will explore weather forecasting and the effect of dangerous/adverse weather conditions in the context of the

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	historically valid questions.		<p>UK.</p> <ul style="list-style-type: none"> • They will identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. • They will further explore the human/physical geography of The Arctic.
Impact	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Sequence 3 or 4 artefacts from distinctly different periods of time and belonging to different explorers. • Match objects to people of different ages from the past. • Know and recount the accomplishments of different explorers from the past. • Find answers to simple questions about the past from sources of information. 	Impact	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Use information books/pictures as sources of information. • Investigate their surroundings and make observations about the local area. • Use relative vocabulary (e.g. bigger/smaller, like/dislike) to describe geographical features. • Know names of some places within/around the UK and know simple differences in weather. • Picture maps and globes to identify places with characteristic weather and climate.

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Computing		Art & Design	
Intent	Children will be taught to understand and apply the concepts of computer science. Through practical experience we aim to encourage them to apply information technology to solve problems. Children will be taught how to be responsible users through keeping themselves safe online, reporting concerns and recognising acceptable/unacceptable behaviour.	Intent	Art and design should engage, inspire and challenge pupils. We aim to develop the knowledge and skills in order to create their own works of art and design. Pupils will be encouraged to evaluate their work in order to develop and improve.
Implementation	<p><u>E-safety</u> Children will revisit the rules for staying safe online, both in school and at home.</p> <p><u>Lego Builders</u> This unit encourages pupils to begin to think logically about scenarios and pupils will be introduced to the term 'algorithm'. This concept is at the core of coding.</p> <p><u>Maze Explorers</u> This unit builds upon learning from the previous one, linking logical thought processes to the way that computers are programmed. Pupils will begin to create simple algorithms through computer code</p>	Implementation	Children will create a 3D scene based on their favourite explorer. They will create models of the environment using cardboard papier mache for stability and strength. They will then design their explorer, incorporating details from their history topic and geography topic where applicable. They will then sculpt their character using clay or plasticine and evaluate the end product.

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	<p>and move characters by giving instructions.</p> <p>Animated Story Books</p> <p>This unit will provide an opportunity for the pupils to develop the skills to create, organise, store, manipulate and retrieve digital content through the creation of their own animated story book.</p>		
Impact	<p>Lego Builders</p> <ul style="list-style-type: none"> Pupils know that to achieve the effect they want when building something, they need to follow accurate instructions. Pupils know that by following the instructions correctly, they will get the correct result. Pupils know that an algorithm is a precise, step-by-step set of instructions used to solve a problem or achieve an objective. Pupils understand how the order in which the steps of a recipe are presented affects the outcome. 	Impact	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.(paper mache) Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Build structures, exploring how they can be made stronger, stiffer and more stable Identify what they might change in their current work or develop in their future

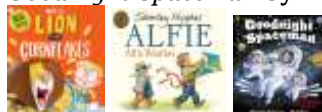
Year 1 Curriculum Contents-Spring Term

Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers

- *There's a Lion In My Cornflakes* by Michelle Robinson
- *Alfie Weather* by Shirley Hughes
- *Goodnight Spaceman* by Michelle Robinson



Spring Term 2 Class Readers


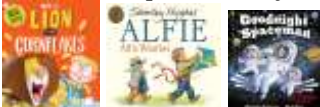

- *One Snowy Night* by Nick Butterworth
- *After The Storm* by Nick Butterworth
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- Pupils can organise instructions for a simple recipe.
 - Pupils know that correcting errors in an algorithm or program is called 'debugging'.
- Maze Explorers**
- Pupils know how to use the direction keys in 2Go to move forwards, backwards, left and right
 - Pupils can use diagonal direction keys to move the characters in the right direction.
 - Pupils know how to create a simple algorithm.
 - Pupils know how to debug their algorithm.
- Animated Story Books**
- Pupils know the difference between a traditional book and an e-book.
 - Pupils can use the different drawing tools to create a picture on the page.
 - Pupils can add text to a page and change the colour, font and size of the text.








work.

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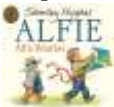




	<ul style="list-style-type: none"> Pupils can animate a page and add sound or voice recording. <p><u>E-safety</u></p> <ul style="list-style-type: none"> Pupils can safely use websites and internet apps. Pupils know the importance of keeping passwords and personal or sensitive information safe. 		
Modern Foreign Languages-French		Physical Education	
Intent	<p>Children will begin to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. We aim to make language learning engaging for all children through music, games and stories. Pupils will be taught to express their ideas and thoughts in French with increasing confidence and fluency. They will begin to develop accurate pronunciation and intonation and listen attentively to spoken language, beginning to show understanding by joining in and responding.</p>	Intent	<p>Children will study PE through a series of learning behaviours to ensure all children, no matter their skill or attitude, will have a positive, engaging physical education. This will allow for children to foster their creativity, social skills, personal skills, cognitive development and improve health and fitness. This approach will be taught alongside the application of the physical skills of agility, balance and coordination. Children will also have the opportunity to compete in sporting events with other schools throughout their time at St Mary's.</p>

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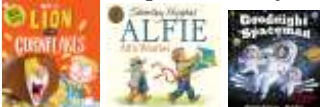

<p style="text-align: center;">Implementati on</p>	<p><u>All About Time</u> Children learn to recognise and say the days of the week and months of the year. Children will say when their birthday is. They will respond to a simple question and speak accurately and confidently in French.</p> <p><u>All Things Bright and Beautiful</u> Children will describe what colour items are in French. They will be taught to confidently and accurately pronounce the colours and recognise the written colours. Children will begin to understand basic classroom instructions in French using the target language regularly.</p>	<p style="text-align: center;">Implementati on</p>	<p><u>Cognitive</u> Children will develop the skills of dynamic and static balance through engaging animations and stories; Tilly Train's Big Day (balancing along a line) and Thembi Walks the Tightrope (still stance).</p> <ul style="list-style-type: none"> Walk forwards and backwards with fluidity and minimum wobble. Stand on a low beam with good stance for 10 seconds. <p><u>Creative</u> Children will develop coordination and counter balance skills through engaging animations and stories; Clowning Around (ball skills) and Wendy's Water-ski Challenge (balances with a partner)</p> <ul style="list-style-type: none"> Roll a ball along the floor or around the body using 2 hands; using 1 hand (right and left); down legs and around the upper body using 2 hands; up and down legs and round upper body using 2 hands. Sit holding hands with toes touching, lean
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			<p>in together then apart; Sit holding 1 hand with toes touching, lean in together then apart;. Sit holding hands with toes touching and rock forwards, backwards and side-to-side.</p>
Impact	<p>Children will be able to:</p> <ul style="list-style-type: none"> • recognise French vocabulary • listen to and begin to respond to topic vocabulary • answer simple questions orally using the topic vocabulary 	Impact	<p>Cognitive Children will be able to;</p> <ul style="list-style-type: none"> • follow simple instructions • understand and follow simple rules and can • name some things they are good at. • begin to order instructions, movements

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	<ul style="list-style-type: none"> • recognise some written words by sight 		<p>and skills</p> <ul style="list-style-type: none"> • begin recognising when a peer is working or performing well <p><u>Creative</u> Children will be able to;</p> <ul style="list-style-type: none"> • observe and copy others • explore and describe different movements • begin to compare their movements and skills with those of others • begin to select and link movements together to fit a theme
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Music

Intent	<p>In teaching music we aim to engage and inspire pupils to develop a love of music. Through music lessons we encourage children to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Children are encouraged to improvise and compose music for a range of purposes using the inter-related dimensions of music and to listen with attention to detail and recall sounds with increasing aural memory. In notation, children will learn to use and understand staff and other musical notes. Children will be given opportunities to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians developing their understanding of the history of music.</p>
Implementation	<p>Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an</p>

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	<p>understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.</p>
Impact	<p>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, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. 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.</p>