



Victorians

Spring Term Overview



Maths

Spring	Measurement Money VIEW	Number Multiplication and division VIEW	Measurement Length and height VIEW	Measurement Mass, capacity and temperature VIEW
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Science

Spring	Biology Plants (light and dark) VIEW	Biology Living things and their habitats VIEW	Biology Plants (Light and dark) VIEW	Consolidation
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Block 1: Plants (light and dark)

Key Texts 	
Step 1: Explore Plants	
Key Skills	- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - Working scientifically – Observing closely, using simple equipment

Key Knowledge	• A plant is a living thing. • There are many different types of plants. • Many plants have flowers or fruit. • Parts of some plants can be eaten.	Key vocabulary • plant – a living thing that usually grows in soil  • flower – the part of a plant that blooms  • fruit – a part of a plant that contains seeds  • vegetable – a part of a plant that can be eaten as food, such as a stem, root or leaf  • herb – a plant that can be used to flavour food 
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Step 2: Plant Parts

Key Skills	- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - Working scientifically – Observing closely, using simple equipment
Key Knowledge	- A plant is a living thing. - There are many different types of plants. - Many plants have flowers or fruit. - Parts of some plants can be eaten. Key vocabulary plant – a living thing that usually grows in soil  flower – the part of a plant that blooms  fruit – a part of a plant that contains seeds  vegetable – a part of a plant that can be eaten as food, such as a stem, root or leaf  herb – a plant that can be used to flavour food 

Step 3: What do plants needs to grow?

Key Skills	• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Working scientifically – Asking simple questions and recognising that they can be answered in different ways.
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Key Knowledge

- Plants need water to grow and stay healthy.
- Plants need light to grow and stay healthy.
- If plants do not have water and light, they may become weak and not grow properly

Key vocabulary

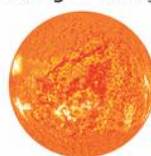
- seed** – a part of a plant that can grow into a new plant



- plant** – a living thing that usually grows in soil



- sunlight** – the light from the Sun



Step 4: What do plants need to grow?

Key Skills

- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- Working scientifically – Asking simple questions and recognising that they can be answered in different ways.

Key vocabulary

- independent variable** (what will change) – the amount of light the plant receives



- dependent variable** (what will be measured) – the growth of the plants, the height of the plants



- controlled variables** (what is kept the same) – the number of seeds in a pot, the amount of water the plant receives, the amount of soil in the pots



Equipment needed

- plant pots
- trowels
- seeds
- soil



Practical activity

- Put children in small groups.
- Give each group the equipment needed for the experiment.
- Children should identify what the equipment is and why it is used within the experiment.

Planning sentence stems

- I predict that ...
I think this will happen because ...
- We are changing the _____.
- We are measuring the _____.
- We are keeping the _____ the same.

Step 5: Investigate light and dark

Key Skills

- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- Working scientifically – Performing simple tests.

Key vocabulary

- **seed** – a part of a plant that can grow into a new plant



- **plant** – a living thing that usually grows in soil



- **sunlight** – the light from the Sun



- **compost** – a type of soil



Equipment needed

- plant pots
- trowels
- seeds
- soil



Method

1. Put children in small groups.
2. Give each group two plant pots, soil, seeds and a trowel.
3. Add the same amount of soil into each pot. Children do not need to measure the mass of the soil but can add the same amount of soil using the trowel, for example.
4. Add the seeds to the soil.
5. Cover the seeds with a thin layer of soil.
6. Decide the amount of water each pot will receive and how often the seeds will be watered.
7. Place one pot in a classroom environment next to a window for maximum sunlight.
8. Place the second pot in a dark area such as a box or in a dark cupboard.
9. Regularly observe the pots and record any changes over time.

Step 6: Light and Dark Findings

Key Skills

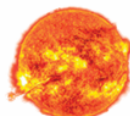
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- Working scientifically – Gathering and recording data to help in answering questions.

Key vocabulary

- **plant** – a living thing that usually grows in soil
- **seed** – a part of a plant that can grow into a new plant



- **sunlight** – light from the Sun



- **living** – something that needs air, shelter, food and water to survive



- **dead** – something that was once living but is now not alive



Practical ideas

- Ask children to comment on the appearance of their plants kept in the light and in the dark.

Encourage them to identify any differences in plant growth between the two plants.

Children can measure the height of each plant as well as discussing any differences in appearance.

- Children could create a short presentation to explain how the plants kept in the light and dark have grown over time.

They could present their group's findings to the rest of the class.



Factual knowledge

- Plants need water to grow and stay healthy.
- Plants need light to grow and stay healthy.
- If plants do not have water and light, they may become weak and will not grow properly.

Living Things and Their Habitats

Step 1: Habitats in my local area

Key Skills	- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. - Working scientifically – Gathering and recording data to help in answering questions.	
Key Knowledge	- A habitat is where a plant or animal lives. - A habitat provides everything a plant or animal needs to survive. - All animals and plants have a habitat. - There are different habitats in my local area.	Key vocabulary mammal – an animal with fur/hair  bird – an animal with feathers, wings and a beak  deciduous tree – a tree that loses its leaves during autumn  evergreen tree – a tree that keeps its leaves all year round  habitat – a place where an animal or plant lives 

Step 2: Polar Habitats

Key Skills	- Identify and name a variety of plants and animals in their habitats, including microhabitats. - Working scientifically – Using their observations and ideas to suggest answers to questions.	
Key Knowledge	- A habitat is where a plant or animal lives. - A habitat provides everything a plant or animal needs to survive. - Polar animals can survive in extremely cold weather. - Some polar animals are carnivores. - Some polar animals are herbivores.	Key vocabulary carnivore – an animal that eats other animals  herbivore – an animal that eats plants  Arctic plants – plants that grow in the Arctic  habitat – a place where an animal or plant lives  hibernate – to spend a long period of time in a deep sleep

Step 3: Desert Habitats

Key Skills	- Identify and name a variety of plants and animals in their habitats, including microhabitats. - Working scientifically – Using their observations and ideas to suggest answers to questions.	
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Key Knowledge	• A habitat is where a plant or animal lives. • A habitat provides everything a plant or animal needs to survive. • Desert animals can survive in extremely hot weather. • Some plants can survive for a long time without water.	Key vocabulary • reptile – an animal with dry scales  • cactus – a plant with spines  • desert – an area often covered in sand with very little rainfall  • habitat – a place where an animal or plant lives  • rainfall – the amount of rain that falls in one place 
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Step 4: Ocean Habitats

Key Skills	• Identify and name a variety of plants and animals in their habitats, including microhabitats. • Working scientifically – Identifying and classifying
Key Knowledge	• A habitat is where a plant or animal lives. • A habitat provides everything a plant and animal needs to survive. • Ocean animals include fish, mammals and reptiles. • Some animals eat plants and others use plants for shelter or to hide from other animals. Key vocabulary • ocean – a large area of seawater  • fish – an animal that lives in water which usually has fins, scales and gills  • mammal – an animal with fur or hair on its body  • seagrass – a plant that grows and lives in the water  • habitat – a place where an animal or plant lives 

Step 5: Woodland Habitats

Key Skills	• Identify and name a variety of plants and animals in their habitats, including microhabitats. • Working scientifically – Identifying and classifying.
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Key Knowledge	• A habitat is where a plant or animal lives. • A habitat provides everything a plant and animal needs to survive. • Ocean animals include fish, mammals and reptiles. • Some animals eat plants and others use plants for shelter or to hide from other animals.	Key vocabulary • woodland – a large area with trees, shrubs and other plants  • fern – a plant with long stems and feather-like leaves  • mammal – an animal with fur or hair on its body  • bird – an animal with feathers, wings and a beak  • moss – a plant that grows in damp conditions 
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Step 6: Microhabitats

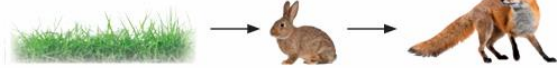
Key Skills	• Identify and name a variety of plants and animals in their habitats, including microhabitats. • Working scientifically – Observing closely, using simple equipment.
Key Knowledge	• A habitat is where a plant or animal lives. • A microhabitat is a very small habitat. • Insects, snails, worms and spiders all live and survive in microhabitats. Key vocabulary • microhabitat – a very small habitat  • insect – a small animal that has six legs  • spider – a small animal that has eight legs  • snail – a small animal with a soft body and a shell  • habitat – a place where an animal or plant lives 

Step 7: Habitats and Diet

Key Skills	• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Working scientifically – Gathering and recording data to help in answering questions.
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Key Knowledge	• An animal's habitat provides the food it needs to survive. • Some animals are carnivores. • Some animals are herbivores. • Some animals are omnivores.	Key vocabulary • carnivore – an animal that eats other animals  • herbivore – an animal that eats plants  • omnivore – an animal that eats other animals and plants  • habitat – a place where an animal or plant lives  • diet – the food eaten by an animal
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Step 8: Food chains

Key Skills	• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. • Working scientifically – Gathering and recording data to help in answering questions.	
Key Knowledge	• A food chain shows how different living things rely on each other. • A food chain normally starts with plants. • Some animals eat other living things for energy.	Key vocabulary • food chain – the order in which energy is passed from one plant or animal to another when they are eaten  • carnivore – an animal that eats other animals  • herbivore – an animal that eats plants  • omnivore – an animal that eats other animals and plants  • diet – the food eaten by an animal

Step 9: Living, Dead or Never Been Alive?

Key Skills	• Explore and compare the differences between things that are living, dead, and things that have never been alive. • Working scientifically – Identifying and classifying.
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Key Knowledge

- Animals, plants and humans are living things.
- Living things need certain things to survive, such as water, food, shelter and air.
- Living things can die.
- When something is dead, it was once living.
- Some things were never alive, such as rocks, water or toys.

Key vocabulary

- **living** – something that is alive



- **dead** – something that was once living but is now not alive



- **never alive** – something that has never been living



- **plant** – a living thing that sometimes grows in soil



- **animal** – a living creature



Geography

I already know...

- Different types of weather (e.g. sun, rain, wind)
- How to describe the weather

Vocabulary

Weather - what it is like outside

Sunny - when the sun is shining

Rainy - when rain is falling

Windy - when the air is moving

Cloudy - when there are lots of clouds

Season - a time of year (spring, summer, autumn, winter)

Forecast - what the weather will be like

Coastal - near the sea

Inland - away from the sea

Equator - the middle of the Earth where it is hot

Pole - the top or bottom of the Earth where it is very cold

Human and Physical Processes

- Weather is part of the physical environment (e.g. sun, rain, wind, snow)
- Weather can be different in different places around the world

United Kingdom	Northern Alaska	Kenya
8°C	-25°C	27°C

- Places near the **equator** are hotter, and places near the **poles** are colder
- Weather can affect what people wear and do

Key questions

- What different types of weather are there?
- How can we record and show weather?
- How is weather different in coastal and inland areas?
- How is weather different in other parts of the world?

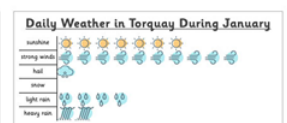
Key information

- **Weather can change every day**, even within the same season
- Some types of weather happen more often in certain seasons
- We can record the weather using **weather diaries** and charts
- Weather maps and forecasts use **symbols** to show weather in different places
- Coastal areas often have more sunshine and wind, while inland areas are often wetter and colder



Geographical skills

We can **compare** weather in different places using **pictograms**.





Weather Patterns

Lesson 1: How does the weather change during the seasons?

Key Skills	- Identify different types of weather. - Compare seasonal and daily weather patterns. - Observe and record weather over time.
Key Knowledge	- The UK has four seasons: spring, summer, autumn and winter. - Daily weather changes from day to day, while seasonal weather describes longer-term patterns. - Weather can include sunshine, rain, wind, snow and fog.
NC Link	- Identify seasonal and daily weather patterns in the United Kingdom. - Use geographical vocabulary. - Observe and record geographical information.

Step 2: Is the weather the same everywhere in the UK?

Key Skills	- Read simple weather charts and pictograms. - Compare weather in different parts of the UK. - Describe differences between inland and coastal weather.
Key Knowledge	- Weather data can be shown using tables, charts and pictograms. - Coastal areas are often windier than inland areas. - Weather varies across different regions of the UK
NC Link	- Identify seasonal and daily weather patterns in the UK. - Interpret geographical information. - Use observational skills.

Step 3: How do weather forecasts help us?

Key Skills	- Interpret simple weather maps and symbols. - Make weather predictions. - Explain how weather affects everyday life.
Key Knowledge	- Weather forecasts help people plan activities and clothing choices. - Weather maps use symbols to show conditions such as sun, rain and wind. - Forecasts are predictions based on collected weather information.
NC Link	- Identify seasonal and daily weather patterns. - Interpret simple maps. - Use geographical vocabulary.

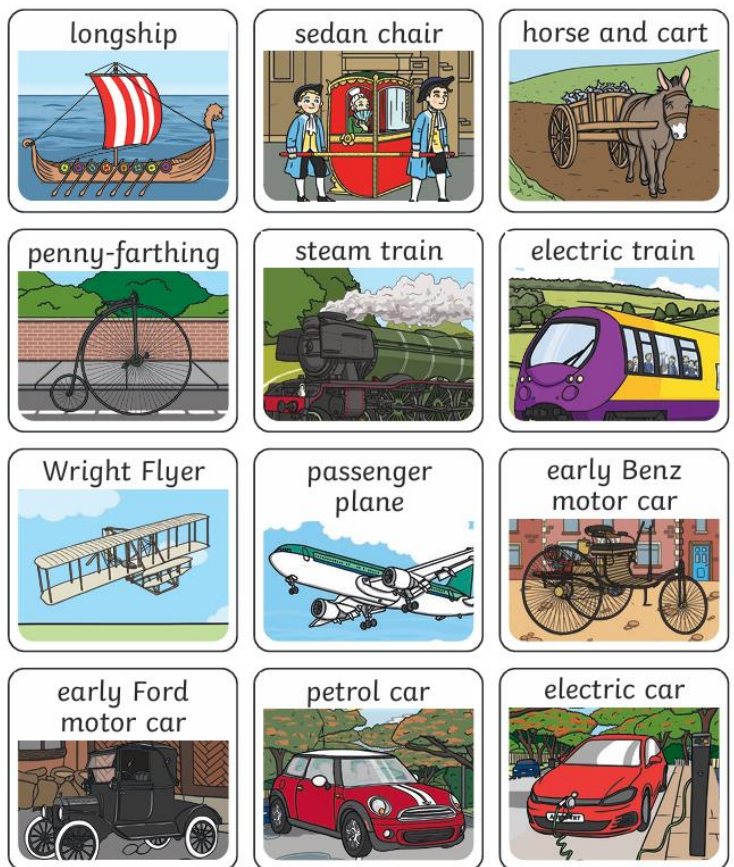
Step 4: How is weather different near the Equator and the Poles?

Key Skills	- Compare weather in different parts of the world. - Describe weather in equatorial and polar regions. - Organise information about climate.
Key Knowledge	- Places near the Equator are usually hotter than the UK. - Places near the North and South Poles are much colder than the UK.

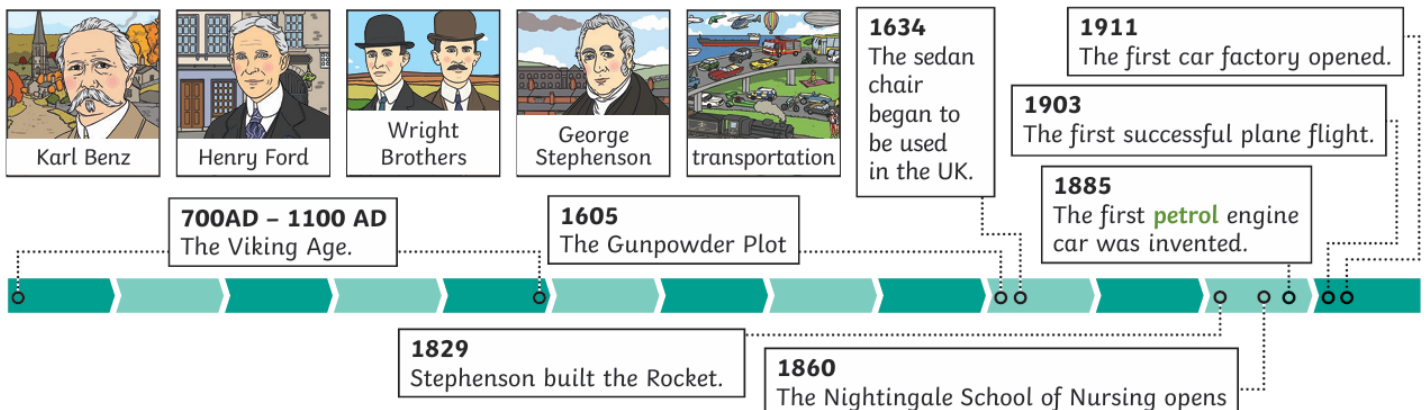
	Climate describes the usual weather of a place over time.
NC Link	- Identify hot and cold areas of the world in relation to the Equator and the Poles. - Understand similarities and differences between places. - Use geographical vocabulary.
Step 5: What is the weather like in Singapore?	
Key Skills	- Describe weather in an equatorial country. - Compare Singapore's weather with the UK's. - Explain how weather affects people's lives.
Key Knowledge	- Singapore is located close to the Equator. - Singapore is usually hot and wet throughout the year. - Weather affects clothing, work and outdoor activities.
NC Link	- Identify hot areas of the world in relation to the Equator. - Understand similarities and differences between places. - Describe human and physical geography.
Step 6: What is life like in a polar region?	
Key Skills	- Describe weather in a polar region. - Compare life in Tromsø with life in the UK. - Explain how extreme weather affects people.
Key Knowledge	- Tromsø, Norway experiences very cold winters. - Polar regions can experience periods of continuous daylight and continuous darkness. - Extreme weather affects transport, homes, clothing and daily life.
NC Link	- Identify cold areas of the world in relation to the Poles. - Compare places around the world. - Describe human and physical geographical features.
Step 7: What have we learned about weather around the world?	
Key Skills	- Recall geographical knowledge. - Compare weather patterns in different locations. - Evaluate and communicate learning.
Key Knowledge	- Weather patterns differ between the UK, equatorial regions and polar regions. - Equatorial regions are generally hotter and wetter than the UK. - Polar regions are generally colder and experience unusual daylight patterns.
NC Link	- Identify seasonal and daily weather patterns in the UK. - Identify hot and cold areas of the world. - Use geographical knowledge to compare places.

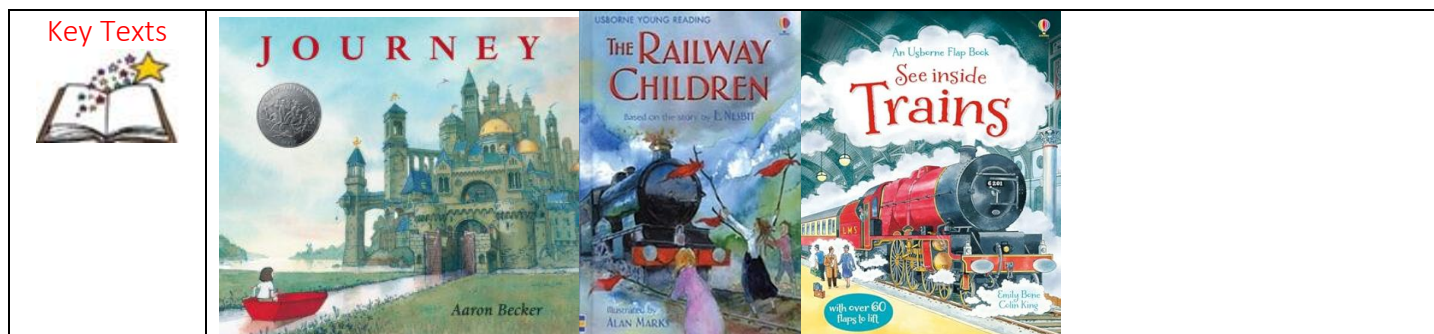
History

Key Vocabulary	
carriage	A place that people can sit in to be pulled along by a horse or a train's engine.
travel	Moving from one place to another.
transport	Carrying people or goods from one place to another.
steam engine	A steam engine uses steam from boiling water to make it move. The steam pushes the moving parts.
electric cars	Electric cars use electricity to make the motor turn.
petrol	Petrol is the fuel used in petrol engines to make cars move.
railway	A railway is the track that trains run on.
motor	A motor turns energy into movement so that things (such as cars and trains) can move.



Key Vocabulary	
What are longships?	The Vikings travelled in longships. They travelled to explore other countries and to trade.
What were the first trains like?	The first trains had steam engines . Smoke could be seen coming out of the chimney at the front.
When was the first passenger train?	In 1830, people could travel on trains for the first time.
Who built and flew the first aeroplane?	In 1903, the Wright brothers were the first people to successfully fly in an aeroplane. They built it themselves.
When were cars first made in factories?	In 1908, Henry Ford made a car called the Model T. It was the first car to be made in a factory and lots of these cars were made.





The History of Transport

Step 1: How has transport changed over time?

Key Skills	• Compare transport from the past and present. • Identify similarities and differences between old and new transport. • Place transport developments in chronological order.
Key Knowledge	• Transport has changed significantly throughout history. • In the past, people travelled mainly on foot, by horse or by cart before modern vehicles were invented. • Modern transport allows people to travel faster and further than in the past.
NC Link	• Changes within living memory. • Develop awareness of the past. • Compare aspects of life in different periods.

Step 2: How have cars changed since they were invented?

Key Skills	• Compare historical and modern cars. • Identify changes in design and technology. • Use timelines to sequence developments. •
Key Knowledge	• Early cars looked very different from modern cars. • Modern cars are generally faster, safer and more comfortable than early cars. • Improvements in technology have changed how people travel.
NC Link	• Changes within living memory. • Develop awareness of the passing of time. • Compare aspects of life in different periods.

Step 3: How did George Stephenson change travel?

Key Skills	• Describe the achievements of George Stephenson. • Explain how trains changed people's lives. • Use historical evidence to learn about significant individuals. •
Key Knowledge	• George Stephenson was an important railway engineer. • Stephenson helped develop early steam locomotives and railways. • Trains made travel and transport quicker during the 19th century.
NC Link	• Significant individuals who contributed to national and international achievements. • Changes within living memory and beyond.

	• Develop historical awareness of important inventions
Step 4: How has transport shaped where we live?	
Key Skills	• Compare how local transport has changed over time. • Identify how the railway affected people's lives in the local area. • Use local historical evidence to explain changes in a community.
Key Knowledge	• Stony Stratford began as an important market town on the main coaching route between London and the North. (Before railways, many travellers stopped there.) • Wolverton became one of Britain's first railway towns when the London and Birmingham Railway established the Wolverton Works in the 1830s. • Before widespread public transport, some workers travelled between Stony Stratford and Wolverton using a steam omnibus to reach the railway works. • The arrival of railways changed where people lived and worked. Wolverton grew rapidly, while Stony Stratford became less important as a coaching town because fewer travellers used horse-drawn coaches. • Many of today's transport issues, such as roads, traffic and parking, are linked to how towns developed after the railway arrived.
NC Link	• Changes within living memory and beyond living memory that reveal aspects of change in national life. • Significant historical events and developments in the locality. • Develop an awareness of the past using common words and phrases relating to the passing of time. • Ask and answer questions about the past using local sources and evidence.
Step 5: How might transport change in the future?	
Key Skills	• Compare transport from the past, present and future. • Identify trends and changes in travel. • Use historical knowledge to make predictions.
Key Knowledge	• Transport has continued to develop throughout history. • Today's transport is very different from Viking longboats, early trains and early cars. • New inventions may continue to change the way people travel in the future.
NC Link	• Changes within living memory. • Develop awareness of the past and present. • Compare different periods of history.

Key Vocabulary	
leader	Someone who is in charge of a group or place.
teacher	A person who helps others learn.
follower	A person who does things that other people do first or tell them to do.
Christianity	The religion based on the teachings of Jesus Christ.
Judaism	A religion that believes in one G-d who revealed himself to Abraham and Moses.

qualities

Things that are parts of a person's character, for example being patient, kind or wise.

Leaders, Teachers and Followers

Good leaders have certain qualities. These might include being brave, kind, intelligent, exciting, a good speaker or strong.

Abraham

Abraham is an important figure in several faiths, including **Judaism**, **Christianity** and Islam. People believe that G-d made a promise to Abraham that his family would become a great nation.

**Moses**

When Moses was born, he was hidden by his mother to keep him safe. An Egyptian princess found Moses and he was raised in the palace. When Moses was an adult, G-d spoke to him through a burning bush. G-d told Moses to tell Pharaoh to free the Israelites from enslavement.



Key Vocabulary	
miracles	Events that don't follow the rules of nature and are believed to happen through the power of G-d.
widow	A woman whose husband has died.
temple	The place where Jewish people went to worship G-d.
religion	The belief in a G-d or G-ds.

Why Do People Follow Jesus?

Christians believe that Jesus is the Son of G-d. They believe that he performed **miracles**, including healing a person who couldn't walk and turning water into wine. He was kind and said important things that help Christians live their lives. Christians believe that Jesus died on the cross and then came back to life.

**What Kind of Leader Is Jesus?**

Some of Jesus' teachings were about the poor and how they were as important as anyone else. Jesus said a **widow** who had given all her money to the **Temple** had actually given more than rich people.

What Kind of Leader Is Prophet Muhammad (PBUH)?

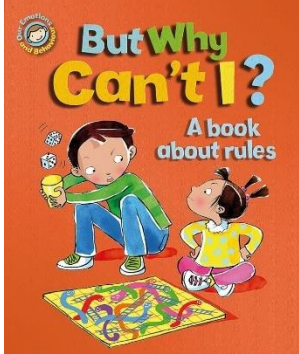
Prophet Muhammad (PBUH) is wise and kind. He taught that all living creatures are important to Allah, no matter what their size.

Who Are Religious Leaders?

Different **religions** have leaders with different titles. A granthi is from the Sikh faith. Imams are Islamic leaders. Ministers, pastors, priests and vicars are from **Christianity**. The title of monk is used for **leaders** in many faiths including Buddhism. A rabbi is a Jewish **leader**. A swami is a Hindu **leader**.



Disclaimer: Please note that the spelling G-d has been used as a sign of respect towards Jewish people so that they can erase or dispose of the writing without showing disrespect to their faith.

Key Texts 		
Rules and Routines		
Step 1: Why do we need rules and routines?		
Key Skills	• Explain why rules are important. • Identify and describe routines. • Discuss how rules help people live and work together.	
Key Knowledge	• Rules help keep people safe and treat others fairly. • A rule tells us what we should or should not do, while a routine is something we do regularly. • Schools, homes and communities all use rules and routines to help people cooperate.	
Step 2: Why are the Ten Commandments important?		
Key Skills	• Recall and sequence the Ten Commandments. • Explain why rules are important in religions. • Compare religious rules with everyday rules.	
Key Knowledge	• The Ten Commandments are important rules for both Christians and Jews. • The commandments teach people how to behave towards God and other people. • Examples include telling the truth, respecting parents and not stealing.<i>(Example knowledge linked to the Ten Commandments.)</i>	
Step 3: Why is Shabbat important to Jewish people?		
Key Skills	• Describe what happens during Shabbat. • Explain why Shabbat is important to Jewish families. • Compare Shabbat routines with their own routines	
Key Knowledge	• Shabbat is the Jewish day of rest. • Shabbat begins on Friday evening and ends on Saturday evening.<i>(Core factual knowledge about Shabbat.)</i> • Jewish families often spend time together, share special meals and focus on worship and rest during Shabbat.<i>(Example practice linked to Shabbat.)</i>	
Step 4: How do the Five Pillars guide Muslim life?		
Key Skills	• Identify and describe the Five Pillars of Islam. • Explain why the Five Pillars are important to Muslims. • Make connections between religious beliefs and actions.	
Key Knowledge	• The Five Pillars of Islam are the main practices followed by Muslims. • The Five Pillars are Shahadah, Salah, Zakah, Sawm and Hajj.	

	The Five Pillars help Muslims show commitment to their faith and guide everyday life.
Step 5: What are the 5 Ks and why are they important to Sikhs?	
Key Skills	- Identify the Five Ks. - Explain the meaning of Sikh symbols. - Discuss how beliefs influence behaviour.
Key Knowledge	- The 5 Ks are symbols of Sikh identity. - The Five Ks are Kesh (uncut hair), Kanga (comb), Kara (steel bracelet), Kachera (shorts) and Kirpan (ceremonial sword). <i>(Core Sikh knowledge.)</i> - The Five Ks remind Sikhs about commitment, respect, self-discipline and faith
Step 6: How do humanists make decisions?	
Key Skills	- Explain how humanists make decisions. - Discuss moral choices and reasons for decisions. - Compare religious and non-religious approaches to rules.
Key Knowledge	Humanists do not follow a religion but use reason, evidence and experience to help make decisions. - Humanists believe people should think carefully about the consequences of their actions. - Humanists value fairness, kindness and respect when making decisions.
Leaders and Followers	
Step 1: What makes a good leader?	
Key Skills	- Identify the qualities of a good leader. - Compare leaders, teachers and followers. - Relate leadership qualities to personal experiences.
Key Knowledge	- A leader helps guide and support other people. - Leaders often show qualities such as kindness, fairness, honesty and responsibility - Teachers, leaders and followers all have different roles within a group
Step 2: Why is Abraham important to Jewish people and Christians?	
Key Skills	- Describe who Abraham was. - Explain why Abraham is important in religion. - Recall key events from Abraham's life.
Key Knowledge	- Abraham is an important leader in both Judaism and Christianity. - Abraham is remembered for trusting God and following God's instructions. - Jewish people and Christians view Abraham as an important example of faith and obedience.

Step 3: What sort of leader was Moses?

Key Skills

- Retell the story of Moses and the Burning Bush.
- Describe key events from Moses' life.
- Explain Moses' leadership qualities.

Key Knowledge

- Moses is an important leader in Judaism and Christianity.
- Moses received a message from God through the **Burning Bush**.
- Moses led the Israelites and helped guide them to freedom

Step 4: Why do people follow Jesus?

Key Skills

- Describe the life of Jesus.
- Identify qualities shown by Jesus.
- Explain why people choose to follow religious leaders.

Key Knowledge

- Christians believe Jesus was a special teacher and leader.
- Jesus showed qualities such as kindness, forgiveness and compassion.
- Many people chose to follow Jesus because of his teachings and actions

Step 5: What kind of leader was Jesus?

Key Skills

- Retell Bible stories about Jesus.
- Explain how Jesus treated other people.
- Describe the type of leader Jesus was.

Key Knowledge

- Jesus treated poor and vulnerable people with kindness and respect.
- Christians believe Jesus led by example rather than through power.
- Stories from the Bible help Christians understand Jesus' teachings and leadership

Step 6: What religious leaders do we have today?

Key Skills

- Identify religious leaders from different faiths.
- Match leaders to their religions.
- Compare qualities of different religious leaders.

Key Knowledge

- Different religions have different leaders who guide their communities.
- Religious leaders help teach beliefs, values and traditions.
- Christianity, Judaism, Islam and Sikhism all have recognised religious leaders.

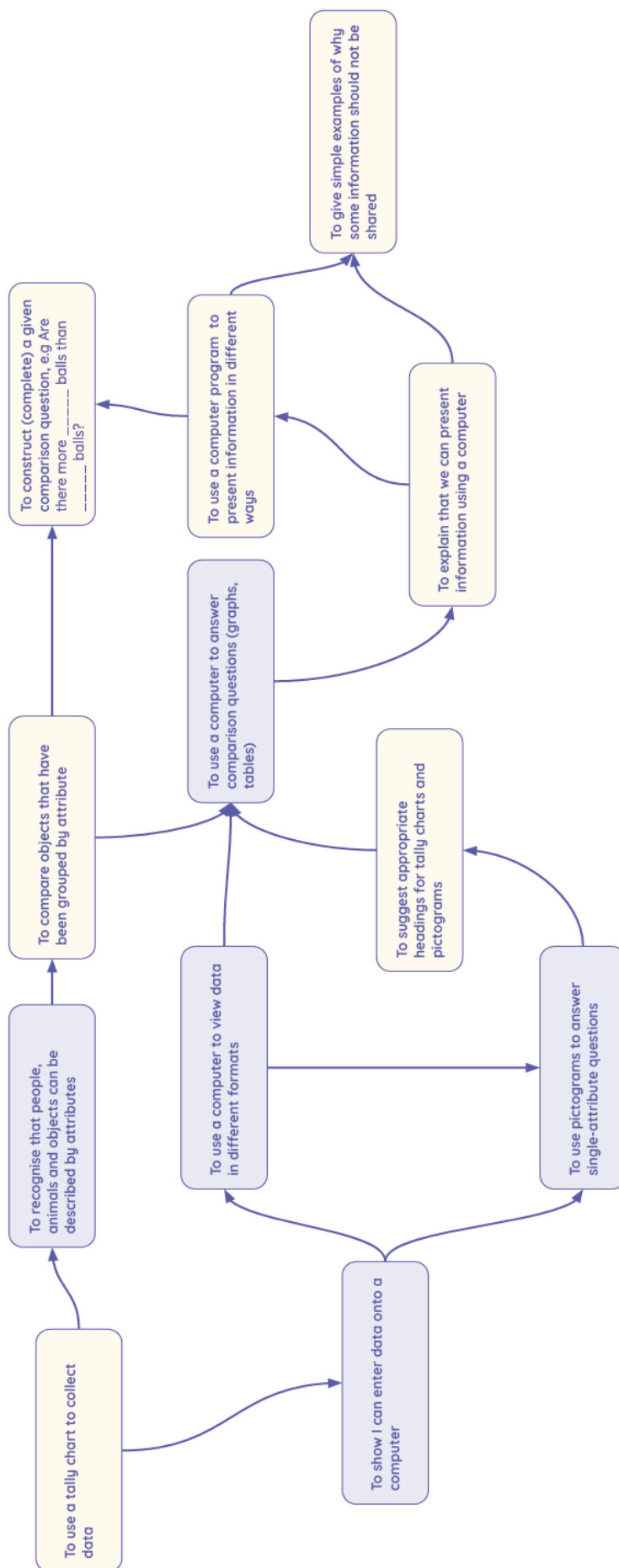
Step 7: What kind of leader was Prophet Muhammad (PBUH)?

Key Skills

- Describe key events from the life of Prophet Muhammad (PBUH).
- Retell stories about Prophet Muhammad (PBUH).
- Explain why Prophet Muhammad (PBUH) is an important leader.

Key Knowledge

- Muslims believe Prophet Muhammad (PBUH) was the final prophet.
- Prophet Muhammad (PBUH) is respected for qualities such as honesty, kindness and wisdom.
- Prophet Muhammad (PBUH) helped spread the teachings of Islam



Pictograms

Step 1: How can we count and compare data?

Key Skills

- Record data using a tally chart.
- Represent tally counts as totals.
- Compare groups using data.

Key Knowledge

- **Data** is a collection of information.
- A **tally chart** helps organise and count data efficiently.
- Totals can be compared using vocabulary such as **more than**, **less than**, **most** and **least**.

NC Link

- Use technology purposefully to organise and manipulate digital content.
- Interpret and construct simple tally charts.
- Ask and answer questions by counting and comparing data.

Step 2: How can pictures help us understand data?

Key Skills

- Enter data into a computer.
- Create a pictogram using digital tools.
- Answer questions using a pictogram.

Key Knowledge

- A **pictogram** represents information using pictures.
- Computers can present the same data in different formats.
- Pictograms make data easier to understand and compare.

NC Link

- Use technology purposefully to create and retrieve digital content.
- Interpret and construct simple pictograms.
- Ask and answer questions about categorical data.

Step 3: How can we create a pictogram from data we collect?

Key Skills

- Collect and organise data.
- Use a tally chart to create a pictogram.
- Explain information shown in a pictogram.

Key Knowledge

- Data should be organised before it is presented.
- Tally charts can be used to create pictograms.
- Pictograms help people identify patterns and compare groups.
-

NC Link

- Use technology purposefully to organise and present information.
- Interpret and construct simple pictograms and tally charts.
- Record, organise and compare information.

Step 4: What is an attribute?

Key Skills

- Group objects by a shared attribute.
- Create pictograms using attribute data.

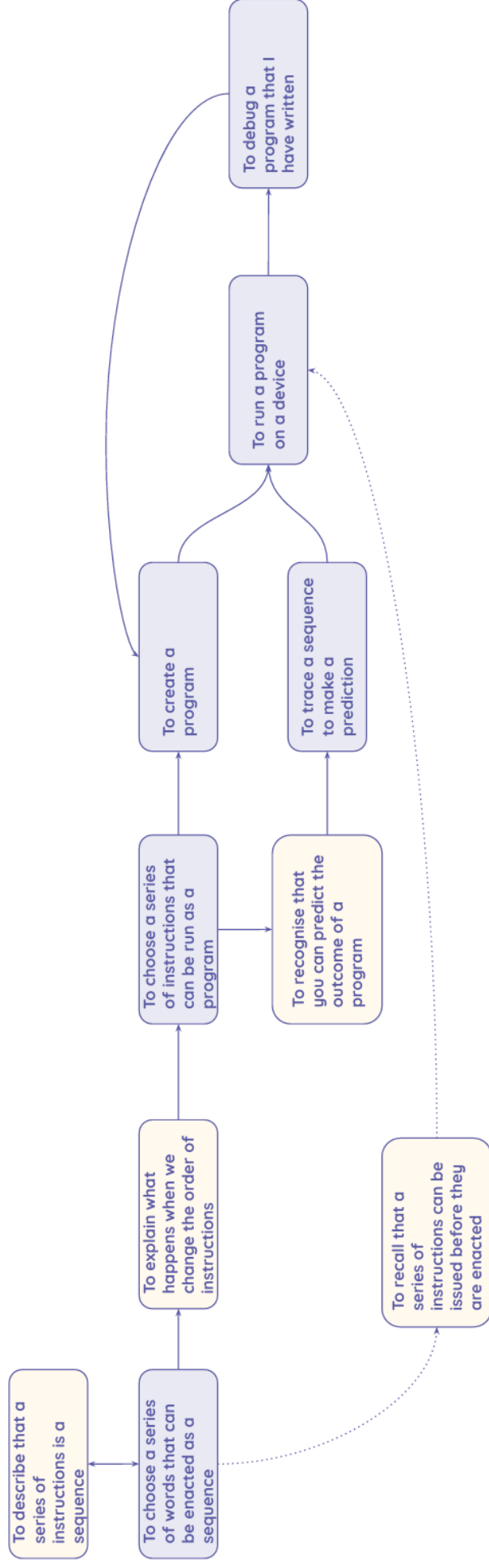
	Compare groups using mathematical vocabulary.
Key Knowledge	- An attribute is a property or characteristic of an object. - Objects can be grouped by attributes such as colour, shape or size. - Data can be used to identify which groups have the most, least, more than or less than.
NC Link	- Use technology purposefully to organise digital content. - Interpret and construct simple pictograms and tables. - Sort categories by quantity and compare data.

Step 5: How can we compare people using data?

Key Skills	- Choose suitable attributes for comparison. - Collect and record data about people. - Draw conclusions from pictograms.
Key Knowledge	- People can be grouped using attributes such as eye colour, hair colour or favourite activities. - Data collection helps answer questions about groups of people. [- Conclusions can be drawn by analysing information presented in pictograms.
NC Link	- Use technology purposefully to create and organise digital content. - Ask and answer questions about categorical data. - Interpret and compare information presented visually

Step 6: How can computers help us present information safely?

Key Skills	- Present information in different formats. - Share findings with others. - Recognise when information should not be shared.
Key Knowledge	- Information can be presented using pictograms, tally charts and block diagrams. - Computers can display the same information in multiple ways. - Personal information should not always be shared, and it is important to seek help if something feels unsafe online.
NC Link	- Use technology purposefully to create, organise and retrieve digital content. - Use technology safely and respectfully, keeping personal information private. - Interpret and present data in different formats.



Robot Algorithms

Step 1: How can we give clear instructions?

Key Skills	- Follow a sequence of instructions. - Give clear and precise instructions. - Create a sequence of commands for another person to follow.
Key Knowledge	- An algorithm is a set of clear, precise and ordered instructions. - Computers can only follow instructions that are clear and unambiguous. - A sequence is a series of instructions performed in a specific order.
NC Link	- Understand what algorithms are and how they are implemented as programs on digital devices. - Understand that programs execute by following precise and unambiguous instructions. - Describe position, direction and movement.

Step 2: Why does the order of instructions matter?

Key Skills	- Create algorithms using the same commands in different orders. - Program a floor robot. - Compare the outcomes of different sequences.
Key Knowledge	- The order of instructions affects the outcome of a program. - The same commands can produce different results when rearranged. - Programs follow commands exactly in the order they are entered.
NC Link	- Understand what algorithms are. - Create and debug simple programs. - Use logical reasoning to predict the behaviour of simple programs.

Step 3: Can we predict what a robot will do?

Key Skills	- Follow a sequence step by step. - Predict the outcome of a program. - Compare predictions with actual outcomes.
Key Knowledge	- Logical reasoning helps us predict what a program will do. - Predictions should be based on the instructions given rather than guesses. - Programs produce outcomes by following instructions in sequence.
NC Link	- Use logical reasoning to predict the behaviour of simple programs. - Understand what algorithms are. - Create and debug simple programs

Step 4: Why are design and testing important in programming?

Key Skills	- Design a robot mat for a purpose. - Identify routes around a programmed environment.
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	• Test and improve a design.
Key Knowledge	• Programming projects can include both code and artwork. • A good design helps a program achieve its intended purpose. • Testing helps identify whether a design works as intended.
NC Link	• Create and debug simple programs. • Understand how algorithms are implemented. • Describe position, direction and movement.

Step 5: How can we design an algorithm to solve a problem?

Key Skills	• Identify a programming goal. • Design an algorithm to achieve an outcome. • Turn an algorithm into a program.
Key Knowledge	• Every algorithm is designed to achieve a specific goal. • The task describes what is needed, while the design explains what the program should do. • Algorithms are implemented as programs on digital devices.
NC Link	• Understand what algorithms are and how they are implemented. • Create simple programs. • Use logical reasoning to predict program behaviour

Step 6: How can we fix mistakes in a program?

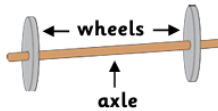
Key Skills	• Break a larger task into smaller parts. • Test and debug a program. • Combine different algorithms to create a complete solution.
Key Knowledge	• Decomposition means breaking a large task into smaller, manageable parts. • Debugging means finding and fixing mistakes in a program. • If a robot does not reach its destination, the problem is usually with the program, not the robot.
NC Link	• Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Understand that programs execute by following instructions.

Technical Knowledge



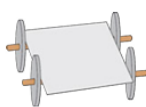
A **mechanism** is something that creates movement.

Wheels and **axles** are parts of mechanisms that can help vehicles to move.



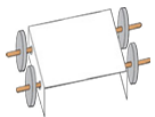
Axles need to be attached to a **chassis**.

Here, the axles are **fixed** underneath the chassis. The axles cannot turn round.



The wheels are **free** from the axle (placed on it but not attached) so that they can rotate.

Here, the axles are **free** from the chassis. The axles are put through holes in the chassis so that they can turn around. The wheels are **fixed** to the axle so they turn when it does.



Vocabulary



chassis - the main frame of the vehicle

wheel - a circular object that can rotate or roll

axle - a rod that is attached to the wheels

fixed axle - the axle is attached to the chassis, the wheels are free

free axle - the axle is not attached to the chassis, the wheels are fixed

Examples



Here are some objects that use mechanisms with wheels and axles:



Ferris wheel



Roller skate



Wheelchair



Toy tractor

The Design Process



Axles

What material will your axles be made from? **They need to be strong enough to support the wheels.**

Wheels

Will your wheels be free from the axle or fixed to the axle? **If they are fixed, make sure they are securely attached.**

Chassis

The chassis should be strong and rigid enough to support the vehicle and mechanism. What materials will you use to make the body of the vehicle? How will you join the different parts together?

Evaluation



- How well do the wheels and axles work?
- Does the vehicle move smoothly?
- What materials did you use and why? Would you make different choices if you made it again?
- What worked well during the making process? What didn't work well?
- What else could you do to improve your vehicle?

Step 1:	What is a vehicle and what features do they have in common?
Key Skills	Can children identify a variety of different types of vehicles? Can children identify the main features of a variety of vehicles? Can children identify the uses for a variety of vehicles?
Key Knowledge	Children should learn to identify and describe a range of vehicles, such as: cars, planes What the vehicle is used for (purpose) Where it travels (road, rail, air, water) Who uses it. Children investigate the key parts of vehicles
NC Link	explore and use mechanism [for example, levers, sliders, wheels and axles], in their products.
Step 2:	How does a car move?
Key Skills	Identify wheels and axles on simple models and real vehicles Explain that wheels turn around an axle.
Key Knowledge	Explore how wheels turn Test simple axles. Understand that vehicles need strength and stability .
NC Link	explore and use mechanism [for example, levers, sliders, wheels and axles], in their products.
Step 3:	How do I create the body of a vehicle?
Key Skills	Exploring Materials Developing Making Skills- cutting, joining, shaping, attaching

Key Knowledge	Different materials are chosen for a purpose. Some materials are stronger or easier to shape than others. Structures need to be strong and supported. Some joining methods are stronger than other
NC Link	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Choose materials and explain why they are being used depending on their characteristics
Step 4:	How do I design a vehicle?
Key Skills	Generate ideas for a vehicle based on a simple design brief (e.g., a vehicle for carrying animals, a racing car, a delivery van). Draw a simple design showing the main features, such as wheels, axles, chassis and body. Label parts of their design (e.g., wheels, windows, doors, roof). Choose appropriate materials for different parts (card for body, dowel for axles). Describe what their vehicle will do and who it is for
Key Knowledge	Vehicles need a chassis (base structure). Vehicles move because wheels turn on axles. The body of the vehicle should be the right shape and size for its purpose. Materials have different properties—some are strong, some are bendy, some are light. Designs must consider strength, stability, and suitability.
NC Link	design purposeful, functional, appealing products for himself/herself and other users based on design criteria
Step 5:	Can I follow my design to make my own vehicle?
Key Skills	• Follow their own design to make a vehicle model. • Select the correct materials and tools based on what they planned. • Use their design as a guide, but make simple changes if needed. • Practical making skills- cutting, joining, measuring, assembling • Make a working wheel-and-axle mechanism. • Attach axles so they are straight and can turn freely. • Fix wheels securely to the axle.
Key Knowledge	Designs are used to help guide the making process. Designers adapt their plans when necessary. Different joining methods create different strengths. Some structures need reinforcement to stay stable. A vehicle moves because wheels turn around the axle. The chassis must be strong enough to hold the mechanism and body.
NC Link	explore and use mechanism [for example, levers, sliders, wheels and axles], in their products. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Choose materials and explain why they are being used depending on their characteristics
Step 6:	Can I evaluate my final product?

Key Skills	• Talk about what they have made and describe its features (wheels, axles, body, decorations). • Compare the finished vehicle to their original design—what is the same, what is different? • Say what works well (e.g., “The wheels turn,” “The chassis is strong”). • Identify things they could improve (e.g., “The wheels are wobbly,” “I could make the body stronger”). • Test the vehicle’s movement and stability.
Key Knowledge	• Designers evaluate products to help improve future designs. • A good evaluation looks at both appearance (how it looks) and function (how it works). • Products can be improved by making them stronger, neater, safer, or more functional. • Sometimes the finished product is different from the plan, and that is okay if it improves the design.
NC Link	evaluate his/her ideas and products against design criteria.

ART

 Books to be Read	
Step 1:	Share information about William Morris. Discuss the information and compare to the children’s own printing from the previous half term. How did they compare? Allow children to analyse artwork and discuss. Discuss the repetition in the patterns. Activity: Children to record one fact about William Morris. Texture hunt around the classroom/school grounds — collect rubbings using crayons and paper (e.g. bark, brick, fabric). Discuss patterns in nature (shells, leaves, animal skins). Create a “texture board” or “pattern page” of rubbings and sketches for inspiration
Key Skills	Collect and record textures and patterns through rubbings and sketches. Begin to plan designs that show repetition and symmetry Discuss what they like about his work Know that William Morris designed patterns for homes that were inspired by nature
Key Knowledge	• William Morris was a famous British artist, designer, and writer from the Arts and Crafts Movement. • He is best known for his wallpaper and fabric designs, inspired by nature (plants, flowers, birds). • Morris used repeating patterns and symmetry in his designs. • Artists can find inspiration from the natural world and the textures around them. • Patterns can be made by repeating shapes, lines, and colours.

	• Texture is how something feels or looks like it feels (e.g. rough, smooth, bumpy).
NC Link	Children know how to build a textured relief tile. Children know how to create a piece of work in response to another artist's work.
Step 2:	• Show examples of ceramic tiles with raised patterns (real or photos). • Demonstrate how artists use relief to make parts of a design stand out. • Students draw their own tile design (10×10 cm or 15×15 cm square). • Emphasize bold shapes and clear textures (avoid tiny details)- emphasise repeating patterns like William Morris.
Key Skills	• Explore and discuss examples of relief artwork and tiles. • Identify repetition and texture in both natural and man-made designs. • Create a sketch design for a relief tile that shows raised areas and pattern repetition.
Key Knowledge	• Relief art means a design that is raised above the surface, creating texture and depth. • Tiles can be decorated by pressing, carving, or adding clay to create raised areas. • William Morris used repetition, symmetry, and natural motifs (like flowers and leaves) to design decorative patterns.
NC Link	Children know how to create a piece of work in response to another artist's work. Work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Step 3:	Model how to use clay and how to attach pieces of clay together (score and slip)
Key Skills	• Score – Make small, cross-hatched scratches on the clay surfaces to be joined. • Slip – Apply slip (clay slurry) to scored areas as a “glue.” • Join – Press two scored and slipped clay pieces together firmly. • Smooth – Blend the edges to make the join neat and secure. • Shape and Model – Continue shaping the clay into intended forms while maintaining joins. • Observe and Evaluate – Look carefully at their work and make adjustments to improve the strength and appearance of joins.
Key Knowledge	• Clay Types – Understanding that clay can be soft and workable when wet. • Joining Methods – Recognize that scoring and slipping is a way to join pieces of clay securely. • Tools and Materials – Awareness of tools used (e.g., clay tools, water, slip – a mixture of clay and water). • Safety and Care – Handling clay carefully, keeping work areas tidy, and cleaning tools after use.
NC Link	<i>Pupils should be taught to use a range of materials creatively to design and make products.</i> Pupils should know about the work of a range of artists, craft makers, and designers, and understand the processes used.
Step 4:	• Demonstrate rolling out a slab of clay (~1 cm thick). • Use tools to cut a square tile. • Students transfer their design using: • Pressing (e.g. fabric, shells, leaves, tools for texture)

	• Adding (rolling small pieces to build up relief) • Scratch initials on the back, store to dry.
Key Skills	• Recall and apply ideas from previous design work. • Select suitable textures and natural materials to use for pressing
Key Knowledge	• Clay is a natural material that can be shaped, joined, and textured. • A relief tile has parts that stand out (raised) and sink in (pressed) to create texture. • Artists use techniques such as pressing, adding, and carving to build texture and detail. • To securely attach clay pieces, artists use the “score and slip” method (scratch the surface and use a little water)
NC Link	Children know how to manipulate clay for a variety of purposes, inc. thumb pots and models. Children know how to build a textured relief tile.
Step 5:	• Once dry, paint with poster paints • Encourage use of lighter colours on raised parts and darker in recesses for contrast. • Optionally, varnish or glaze for shine and durability.
Key Skills	• Recognise how colour can change the perception of texture and pattern. • Compare how different colour choices affect the visibility of raised and recessed areas. • Evaluate peers’ work and notice techniques that make patterns stand out.
Key Knowledge	• Colour can enhance texture: lighter colours on raised areas make them appear more prominent, darker colours in recessed areas create depth. • Artists use contrast to make patterns and designs more visible.
NC Link	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers.

Music



STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Recognizing and exploring musical mood	How Do You Feel? Ideal for a single session	- To recognize how songs can communicate different moods - To use movement to respond to the mood of music	Sing Listen	Dynamics Tempo		<i>'Air On The G String'</i> from Orchestral Suite No. 3 by J. S. Bach <i>Gymnopédie No. 3</i> by Satie <i>Maple Leaf Rag</i> by Scott Joplin <i>'Triumphal March'</i> from <i>Aida</i> by Verdi <i>'Wedding March'</i> from <i>A Midsummer Night's Dream</i> by Mendelssohn <i>'Jupiter'</i> from <i>The Planets</i> by Holst	Clap Hands! Stamp Feet! Get Going Let's Be Quiet Make A Face Keep On Smiling
	Musical Moods Ideal for a single session	- To recognize how music can communicate different moods - To explore vocal timbre - To choose appropriate vocabulary to describe music (e.g. fast, slow, spiky, smooth, loud, quiet, etc.)	Sing Listen	Articulation Dynamics Tempo Timbre			Count Your Blessings Good Morning Hello, Hello Hello, Hello, Good Morning I'll Sing This Song Keep On Smiling Let's Be Quiet
	Walk Like This! Ideal for 2 sessions	- To recognize and describe changes in musical mood - To recognize how tempo affects the mood of a song - To begin to identify tempos in contrasting pieces of music	Sing Listen	Dynamics Tempo		Piano Sonata No. 14 'Moonlight' by Beethoven Symphony No. 1 'Classical' by Prokofiev Symphony No. 9 'From the New World' by Dvorák	
2. Choosing sounds to match a character, mood or theme	Peaceful Percussion Ideal for 1-2 sessions	- To begin to control dynamics - To select appropriate vocal and percussion sounds to match a theme	Sing Listen Play Compose	Dynamics Pitch Tempo Timbre		4'33" by John Cage	Hush Let's Be Quiet Rapunzel's Song
	Calm And Cross Ideal for 1-2 sessions	- To begin to learn about musical articulation and how it can be used expressively within music - To compose and notate a piece of music with contrasting sections - To vary tempo, dynamics and timbre to communicate a mood	Sing Listen Play Compose Notation	Articulation Dynamics Structure Tempo Timbre			I'll Sing This Song I'm Cross! I'm A Wicked Witch, That's Me! I'm The Big, Bad Wolf Let's Be Quiet Rapunzel's Song Spider Music Who's That Stealing My Lettuce?
	Musical Doodle Boards Ideal for a single session	- To use symbols to represent instrumental or vocal sounds - To use musical vocabulary to describe sounds - To follow a graphic score	Sing Listen Play Notation Compose	Articulation Dynamics Structure Timbre Tonality		<i>'Infernal Galop'</i> from <i>Orpheus In The Underworld</i> by Offenbach <i>Adagio</i> from <i>Clarinet Concerto in A Major</i> by Mozart <i>'Mars'</i> from <i>The Planets</i> by Holst <i>Fanfarra Cabua-Le-Le</i> by Sergio Mendes	The Doodling Song

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KS1 NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(2.)	Scrape, Tap, Blow, Shake Ideal for 1-2 sessions	- To use symbols to represent instrumental or vocal sounds - To follow a conductor	Sing Listen Play Notation Compose	Articulation Dynamics Structure Tempo Timbre		<i>'Spring'</i> from <i>The Four Seasons</i> by Vivaldi <i>Night On Bald Mountain</i> by Mussorgsky <i>'Air On The G String'</i> from Orchestral Suite No. 3 by J. S. Bach	Colours Of The World Sing Of A Rainbow The Doodling Song
3. Sequencing and combining sounds to tell stories and create effects	Stormy Weather Ideal for 1-2 sessions	- To identify and describe a sequence of sounds - To identify and control dynamics	Sing Listen Play Notation Compose	Dynamics Texture Timbre		<i>Easter Song</i> by GLAD <i>'Storm Interlude'</i> from <i>Peter Grimes</i> by Britten	
	Weather Improvisation Ideal for a single session	- To select sounds to accompany a song - To create and perform a sequence of weather sounds - To improvise sounds within a structure	Sing Play Improvise Compose	Texture Tempo Dynamics Timbre Articulation Structure		<i>Helios Overture</i> by Nielsen Symphony No. 1 'Winter Daydreams' by Tchaikovsky	Can You See The Lightning? Hey Little April Shower Lazy Days Mister Wind Song For Every Season Wet, Wet, Wet! When It's A Sunny Day
4. Creating and performing soundscapes	Spring Soundscapes Ideal for 2 sessions	- To recognize different instrumental timbres - To improvise sounds on a given theme - To experiment with and recognize changes in musical texture	Sing Play Improvise	Structure Texture Timbre			Five Shiny Eggs I'm A Little Chick Spring Chicken
	Morning Soundscapes Ideal for 2 sessions	- To begin to define and recognize a range of timbres and dynamics - To create a musical story using appropriate timbres and dynamics on instruments	Sing Listen Play Notation Compose	Dynamics Texture Timbre		'Morning Mood' from <i>Peter Gynt</i> by Grieg	Get A Move On Monday Morning Morning Has Broken It's Time To Wake Up Wake Up!



KEY KS1 NATIONAL CURRICULUM REQUIREMENTS

Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Play tuned and untuned instruments musically

Listen with concentration to a range of high-quality live and recorded music

Experiment with, create, select and combine sounds using the inter-related dimensions of music

	ARTICULATION	DYNAMICS	PITCH	RHYTHM/ DURATION	STRUCTURE	TEMPO	TEXTURE	TIMBRE	SINGING & PERFORMING	ADDITIONAL MUSICAL WORDS	INSTRUMENT NAMES
TERM 1: TIME TO PLAY – EXPLORING PULSE AND RHYTHMIC PATTERNS		Dynamics Forte (f) Getting louder (Crescendo) Getting quieter (Decrescendo/ Diminuendo) Loud Piano (p) Quiet/Soft Silence Strong	Melody Up/Down	Beat Echo Pattern Pulse Rest Rhythm Steady	Chorus Pattern Repeat Sound Structure Verse	Fast/Faster Slow/Slower Tempo	Musical layers Ostinato Texture Thicker	Bright Harsh Metal/Metallic Scratchy Timbre	Action sequence Copy Mood Shake Start Stop Style Tap Thinking voice	Conductor Disco Graphic notation	Bass drum Hi-hat
TERM 2: MUSICAL MOODS AND PICTURES	Articulation Detached Smooth Spiky Staccato	Dynamics Getting louder (Crescendo) Getting quieter (Decrescendo/ Diminuendo) Loud/Louder Quiet/Quicker Silence Soft Volume	Minor		Call and response Echo Structure	Fast/Faster Largo Lento Slow/Slower Tempo Vivace	Combine Layer Order Solo Texture	Blow Tap Scrape Shake Timbre	Emotion Mood Start Stop	Conductor Improvise Notation	Accordion Bassoon Drums Flute
TERM 3: PATTERNS WITH PITCH – EXPLORING PITCH AND MELODY	Legato Smooth/ Smoothly Spiky/Spikily Staccato	Forte (f) Loud/Louder Piano (p) Silence Quiet/Soft	Ascending Consecutive Descending Down F major High/Higher/ Highest Leap Low/Lower/ Lowest Melody Middle Note names C D E F G A B Pentatonic Pitch Stay the same Scale Step Up	Pulse Rhythm	Call and response Echo Order Pattern	Fast/Faster Slow/Slower	Group Solo	Pluck	Audience Copy Lyrics Mood Perform	Conductor Notation	Double bass Octobass Piccolo



Sparkyard Music Curriculum: Key Vocabulary Bank

2

Experiences



Milton Keynes Museum

