



India

Summer Term Overview



Maths

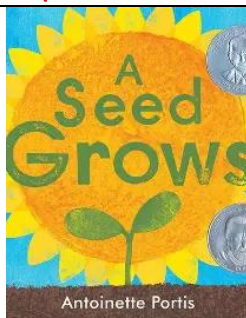
Summer	Number Fractions VIEW	Measurement Time VIEW	Statistics VIEW	Geometry Position and direction VIEW	Consolidation
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Science

Summer	Biology Plants (bulbs and seeds) VIEW	Biology Growing up VIEW	Biology Bulbs and seeds VIEW	Biology Growing up VIEW	Sustainability Wildlife VIEW	Consolidation
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Block 1: Plants (Bulbs and Seeds)

Key Texts



Step 1: Bulb or Seed?

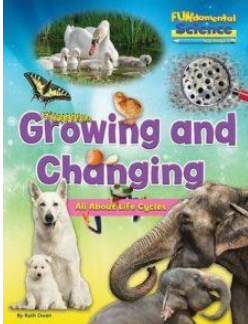
Key Skills

- Observe and describe how seeds and bulbs grow into mature plant
- Working scientifically – Observing closely, using simple equipment.

Key Knowledge	• Many plants grow from bulbs or seeds. • Bulbs and seeds come in different shapes and sizes. • Seeds can be found inside the fruit or on the outside of the fruit. • Bulbs store food for plants to use when they grow again.	Key vocabulary • plant – a living thing that usually grows in soil  • bulb – a part of a plant which stores food and is found underground  • seed – a part of a plant that can grow into a new plant  • shoot – a part of a young plant which grows above the ground  • roots – part of a plant that holds the plant in the ground 
Step 2: 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 – Record and communicate their findings in a range of ways and begin to use simple scientific language (non-statutory).	
Key Knowledge	• Plants need water, light and a suitable temperature to grow. • Plants will not be healthy if the conditions are not right.	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  • temperature – a measure of how hot or cold something is  • growth – when a living thing gets bigger 
Step 3: Plan- Bulbs and Seeds		
Key Skills	• Observe and describe how seeds and bulbs grow into mature plants. • Working scientifically – Asking simple questions and recognising that they can be answered in different ways.	

Key Knowledge	Key vocabulary • bulb – a part of a plant which stores food and is found underground  • seed – a part of a plant that can grow into a new plant  • plant – a living thing that usually grows in soil  • temperature – a measure of how hot or cold something is  • growth – when a living thing gets bigger 	Equipment needed • plant pots • trowels • seeds • bulbs • soil • sticky labels • plant tags  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 will put one pot _____. • We will put the other pot _____. • We will measure the _____.
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Block 2: Growing Up

Key Texts 	
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Step 1: Parent and Offspring

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 2: The life cycle of a human

Key Skills • Notice that animals, including humans, have offspring which grow into adults. • Working scientifically – Asking simple questions and recognising that they can be answered in different ways.	
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Key Knowledge

- Humans are mammals.
- Humans give birth to live young. Yes, they do.
- Humans follow these stages of the life cycle – baby, child, teenager and adult.
- The body changes and grows throughout the life cycle.

Key vocabulary

- **baby** – the stage after birth



- **child** – the stage after a baby and before a teenager



- **teenager** – the stage before becoming an adult human



- **adult** – the stage when a living thing is fully grown



- **life cycle** – the stages a living thing goes through

Step 3: The life cycle of different mammals

Key Skills

- Notice that animals, including humans, have offspring which grow into adults.
- Working scientifically – Record and communicate their findings in a range of ways and begin to use simple scientific language (non-statutory).

Key Knowledge

- A mammal is an animal with fur or hair on its body, which gives birth to live young and feeds its young on milk.
- Different mammals have different life cycles.
- Most mammals grow up quicker than humans and become adults sooner.

Key vocabulary

- **mammal** – an animal with fur or hair on its body, which gives birth to live young and feeds its young on milk



- **life cycle** – the stages a living thing goes through



- **baby** – the stage after birth



- **adolescent** – the stage before becoming an adult mammal



- **adult** – the stage when a living thing is fully grown



Step 4: Life cycles of amphibians

Key Skills

- Notice that animals, including humans, have offspring which grow into adults.
- Working scientifically – Identifying and classifying.

Key Knowledge

- Frogs are amphibians. This means that they can live on land and in water.
- Frogs lay eggs.
- A frog's life cycle is eggs (frogspawn), tadpole, young frog (froglet) and adult frog.

Key vocabulary

- **life cycle** – the stages a living thing goes through



- **amphibian** – an animal that can live on land and in water



- **frogspawn** – frog eggs



- **tadpole** – the stage after hatching from an egg, and has a long tail



- **froglet** – the stage after tadpole, and has a tail and legs



Step 5: Life cycle of a butterfly

Key Skills

- Notice that animals, including humans, have offspring which grow into adults.
- Working scientifically – Observing closely, using simple equipment.

Key Knowledge

- Butterflies lay eggs (usually on a leaf), which hatch into caterpillars.
- Once a caterpillar has grown, it will change into a pupa and form a hard case to protect itself.
- The pupa will change into a butterfly.
- Once the butterfly is fully formed, it will hatch from its casing.
- Once the butterfly has hatched, it is ready to fly and start the life cycle again.

Key vocabulary

- **life cycle** – the stages a living thing goes through



- **egg** – contains the offspring of birds, amphibians, fish, reptiles and most insects



- **caterpillar** – the stage after hatching from an egg



- **pupa** – the stage when the caterpillar forms a hard case and changes into an adult



- **butterfly** – the stage when the butterfly is a fully grown adult



Step 6: Are there similarities between the life cycles of different animals?

Key Skills

- Notice that animals, including humans, have offspring which grow into adults.
- Working scientifically – Using their observations and ideas to suggest answers to questions.

Key Knowledge

- Most animal life cycles share similarities.
- Most mammals grow up much quicker than humans and become adults much sooner.
- Some animals give birth to live young, and some lay eggs.

Key vocabulary

- **life cycle** – the stages a living thing goes through



- **egg** – contains the offspring of birds, amphibians, fish, reptiles and most insects



- **amphibian** – an animal that can live on land and in water



- **mammal** – an animal with fur or hair on its body, which gives birth to live young and feeds its young on milk



- **compare** – to see how two or more things are similar or different



Block 3: Plants (Bulbs and Seeds)

Step 1: Findings

Key Skills

- Observe and describe how seeds and bulbs grow into mature plants.
- Working scientifically – Observing closely, using simple equipment.

Key Knowledge

- Plants need water, light and a suitable temperature to grow and stay healthy.
- Some plants grow from bulbs.
- Some plants grow from seeds

Key vocabulary

- **bulb** – a part of a plant which stores food and is found underground



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



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



- **temperature** – a measure of how hot or cold something is



- **growth** – when a living thing gets bigger



Block 4: Growing Up

Step 1: Butterfly Diary

Key Skills

- Notice that animals, including humans, have offspring which grow into adults.
- Working scientifically – Observing closely, using simple equipment.

Key vocabulary

- **life cycle** – the stages a living thing goes through



- **egg** – contains the offspring of birds, amphibians, reptiles and most insects



- **caterpillar** – the stage after hatching from an egg



- **pupa** – the stage when the caterpillar forms a hard case and changes into a butterfly



- **butterfly** – the stage when the butterfly is an adult



Practical ideas

- Children should have observed the stages of a butterfly life cycle directly, using a kit in the classroom. This should have been started during the previous Growing up block this term.
- Ask children to complete a butterfly diary. This may include observational drawings at each stage of the life cycle. They could also include labels of the different stages and key descriptive phrases to explain what is happening in each stage.



Factual knowledge

- Butterflies lay eggs (usually on a leaf), which hatch into caterpillars.
- Once a caterpillar has grown, it will form a hard case to protect it. At this stage, it is a pupa. The pupa changes into a butterfly inside its hard case.
- Once the butterfly is fully formed, it will hatch from its casing.
- Once the adult butterfly has hatched, it is ready to fly and start the life cycle again.

Block 5: Wildlife

Step 1: What does wildlife do for us?

Key Skills

- Working scientifically – Asking simple questions and recognising that they can be answered in different ways.

Key vocabulary

- **food chain** – an order of living things, to show how energy is passed when one living thing eats another



- **wildlife** – animals and plants that are not looked after by humans



- **habitat** – an area where animals and plants live



- **crops** – plants which are grown for food



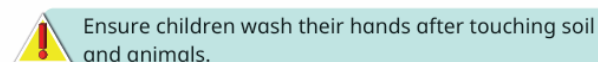
- **insect** – an animal that has six legs



Practical ideas

- Explore the local area with the children to find examples of wildlife. Children should then discuss their findings in the classroom and any possible benefits of the wildlife to humans.
- Create a mini-wormery to demonstrate the breakdown of food waste and soils into rich compost for growing crops.

Take the children into the local environment and collect worms.



Ensure children wash their hands after touching soil and animals.

Cut the top section off a plastic bottle and fill the remaining bottle with layers of soil, sand and dead leaves. Spray each layer with water before adding the worms once the bottle is nearly full. Then replace the top section of the bottle without the lid and wrap the bottle in black paper. After two weeks, release the worms back into the local area.



Factual knowledge

- Wildlife is the animals and plants that live in nature and are not looked after by humans.
- Some plants can be eaten as food.

Step 2: What can we do for wildlife?

Key Skills

- Working scientifically – Using their observations and ideas to suggest answers to questions.

Key vocabulary

- **wildlife** – animals and plants that are not looked after by humans



- **habitat** – an area where animals and plants live



- **nature** – wildlife and the world it lives in



- **local** – in the nearby area



Practical ideas

- Provide children with equipment to create a seed bomb. It could include compost, clay and a selection of local wildflower seeds. Children should gently mix the ingredients in a bowl and roll it into balls. These should be left to dry fully before throwing the seed bombs, with permission, onto a bare patch of land.
- Make a "bug hotel" as a class. Ask children to collect natural materials from the school grounds, such as sticks, pine cones or bamboo. Once they have constructed it, they should place it in a suitable location in the school grounds.

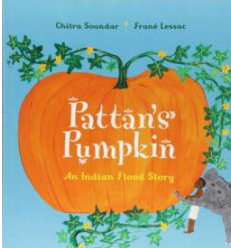
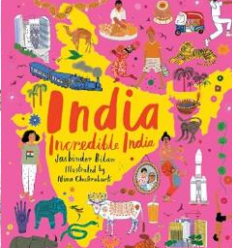


Children should return to it later and see if any bugs have moved in.

Factual knowledge

- There are many ways to care for local wildlife.
- It is important to care for plants and animals.

Geography

Key Texts 	  
Contrasting The UK and India	
Step 1: Where in the world is India and The UK?	
Key Skills	• Locate the UK and India on a world map, atlas and globe. • Use the four compass directions and positional language to describe location.
Key Knowledge	• The UK is an island country in Europe; India is a country in Asia. • The UK and India are separated by thousands of kilometres and are located in different parts of the world.
NC Link	• Geographical knowledge: name and locate the world's seven continents and five oceans; identify the location of the UK and other countries. • Geographical skills: use world maps, atlases and globes; use simple compass directions and locational language.
Step 2: What is the UK and India like?	
Key Skills	• Identify and classify physical and human geographical features. • Use photographs, maps and geographical vocabulary to describe places.
Key Knowledge	• Both countries have a mixture of human and physical features, but these features are different in character and scale. • India contains varied landscapes, including mountains, plains, rivers and coastline; the UK also has varied landscapes and physical features. • The River Thames flows through London in the UK, while the River Ganges flows through northern India; both are important rivers that have influenced settlement and human activity.
NC Link	• Human and physical geography: identify seasonal and daily weather patterns and identify hot/cold areas; use basic geographical vocabulary to refer to key physical and human features.

	• Geographical skills: use aerial photographs and plan perspectives; use simple maps and keys.
Step 3: Why is the weather different in the UK and India?	
Key Skills	• Read and compare simple weather information. • Identify and describe patterns and differences between two places.
Key Knowledge	• The UK generally has a cooler, more temperate climate, while much of India is hotter, although India's climate varies considerably. • Weather changes from day to day, whereas climate describes the longer-term pattern of weather in a place.
NC Link	• Human and physical geography: identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world. • Geographical skills: use simple data and geographical information to identify patterns and make comparisons.
Step 4: How does where people live affect their lives?	
Key Skills	• Compare photographs and information from two contrasting places. • Identify similarities, differences and possible reasons for them.
Key Knowledge	• People in the UK and India live in a wide variety of homes and environments. • People's lives are influenced by the physical and human characteristics of the place where they live, including climate, landscape, transport and access to services.
NC Link	• Human geography: identify and compare aspects of human geography, including settlements and land use. • Geographical skills: use photographs and other sources to recognise and describe geographical features.
Step 5: What is similar and different about life in the UK and India?	
Key Skills	• Organise information to make a geographical comparison. • Use geographical vocabulary to communicate similarities and differences.
Key Knowledge	• The UK and India have similarities as well as significant differences in their physical and human geography. • Geographical features such as climate, landscape, population and settlements help make places distinctive.
NC Link	• Human and physical geography: use basic geographical vocabulary to refer to key physical and human features. • Geographical skills: use maps, photographs and other sources to identify and communicate geographical information.
Step 6: What can we tell someone about The UK and India?	
Key Skills	• Select and present relevant geographical information. • Draw conclusions from geographical evidence and explain similarities and differences.
Key Knowledge	• Places can be compared using a range of geographical characteristics, including location, climate, physical features and human geography. • Geographers use evidence from maps, photographs and data to make conclusions about places.
NC Link	• Geographical skills: use maps, atlases, globes and photographs; communicate geographical information in a variety of ways. • Fieldwork/enquiry: use geographical sources and observations to ask and answer questions about places.

History

I already know...

There are similarities and differences between life in the past and life now.

Vocabulary

London: the capital city of England

Samuel Pepys: a person who lived in London at the time of the Great Fire

diary: a book in which people write about what has happened each day

eyewitness: someone who saw something happen

source: something that gives us information about an event, place or person from the past

firebreak: a gap between two buildings that helps to stop a fire from spreading

flammable: easily set on fire

Key Facts

- The Great Fire of London started in a **bakery** in Pudding Lane.
- The fire burned for **almost five days**; it was very hard to put out.
- It **destroyed one third** of London.
- Samuel Pepys** kept a **diary** about the events of the Great Fire.
- London was **rebuilt** after the fire.

Sources

We can use these **sources** to find out about the Great Fire of London.



diaries



paintings



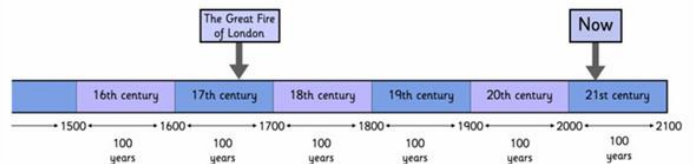
letters



artefacts

Timeline

The Great Fire of London happened almost 400 years ago. This is **beyond living memory**.



The Great Fire of London took place in the **17th century**, in the year **1666**. This was in the **Stuart era**, during the reign of King Charles II.

Enquiry questions

We can ask **questions**.

- Where** did the fire start, and how?
- Why** did it spread so quickly and last so long?
- How** did people try to put the fire out?
- How** do we know so much about the Great Fire of London?

Enquiry skills

We can **compare and contrast** houses from the time of the Great Fire with houses **now**.

Building materials for houses:

then



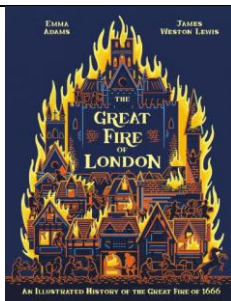
wood, straw

now



bricks, tiles

Key Texts



The Great Fire of London

Step 1: Where and When Did the Great Fire of London Happen?

Key Skills

Identify when and where the Great Fire of London took place.
Compare London in 1666 with London today.

Key Knowledge

- The Great Fire of London took place in **1666**, over **350 years ago**.
- The fire happened in **London**, which was much smaller than it is today and was surrounded by fields.
- London in the 17th century looked very different from modern London

NC Link

- Develop awareness of the past using common words and phrases relating to time.
- Know where people and events fit within a chronological framework.
- Identify similarities and differences between ways of life in different periods

Step 2: The Events of the Great Fire of London

Key Skills

- Sequence the main events of the Great Fire of London in chronological order.
- Retell historical events using time vocabulary such as *first*, *next*, *after that* and *finally*.

Key Knowledge

- The Great Fire began in a bakery on **Pudding Lane** and spread across London.
- The fire burned for **four days** before it was brought under control.

	Historical events can be organised in chronological order, from earliest to latest.
NC Link	- Understand some of the ways we find out about the past and identify different ways it is represented. - Ask and answer questions, choosing and using parts of stories and other sources to show understanding of key events. - Know where people and events fit within a chronological framework.
Step 3: How Do We Know About the Great Fire of London?	
Key Skills	- Use historical sources to find out information about the Great Fire of London. - Explain what different sources can tell us about the past.
Key Knowledge	Samuel Pepys kept a diary and recorded his experiences of the Great Fire, giving historians an important eyewitness account. - Historical sources include diaries, pictures, artefacts and written records, all of which provide different types of evidence
NC Link	- Understand some of the ways we find out about the past and identify different ways it is represented. - Ask and answer questions, choosing and using parts of sources to show understanding of key events. - Use historical sources and evidence to develop understanding of the past
Step 4: Why Did the Great Fire Spread So Quickly?	
Key Skills	- Explain why the Great Fire of London spread rapidly. - Compare London in 1666 with modern-day London.
Key Knowledge	- Many houses in 1666 were made from wood and built very close together in narrow streets, which helped the fire spread quickly. - Strong winds, dry weather and riverside warehouses full of flammable materials made the fire worse. - London had no organised fire service in 1666, unlike today. - Around 13,000 houses were destroyed and about 100,000 people were left homeless.
NC Link	- Identify similarities and differences between ways of life in different periods. - Understand some of the ways we find out about the past and identify different ways it is represented. - Ask and answer questions about the past.
Step 5: The Impact of the Great Fire of London	
Key Skills	- Explain how the Great Fire changed London and people's lives. - Use historical knowledge to infer how people may have felt during and after the fire
Key Knowledge	- The fire destroyed over 13,000 houses, leaving many people homeless and forcing families to leave London. - London was rebuilt with wider streets and more buildings made from brick and stone to reduce the risk of future fires. St Paul's Cathedral was rebuilt and The Monument was erected to remember the Great Fire, both linked to Sir Christopher Wren. - The Great Fire is still remembered because it changed London and remains an important event in British history.
NC Link	- Understand some of the ways we find out about the past and identify different ways it is represented. - Ask and answer questions, choosing and using parts of stories and other sources to show understanding of key events. - Develop awareness of the past and significant historical events beyond living memory.

Key Vocabulary	
beginning	The start of something new.
celebrate	To take part in an enjoyable activities for a special occasion.
ending	The end or final part of something.
reflect	To think carefully about.
Vaisakhi	The Sikh Harvest celebration.
founding	The beginning or start of something.
Sikh	People who follow the religion of Sikhi.
Panj Pyare	The first members of Sikhi. Also known as the Beloved Five.
justice	Fairness.
gurdwara	A Sikh place of worship.

Beginnings and Endings

Beginnings can often be a time of excitement and happiness and a time to **celebrate**. **Endings** are often a time to remember and **reflect** and can sometimes be sad.



Vaisakhi began as a harvest festival and also **celebrates** the **founding** of the religion.



Vaisakhi

During **Vaisakhi**, **Sikhs** remember the story of the **Panj Pyare** and how they gave up their everyday lives to follow Sikhi. The Panj Pyare represent: kindness, justice, organisation, courage and majesty.



Naam Karan is a **Sikh** baby naming ceremony. The baby is welcomed into the **Sikh** faith. Naam Karan takes place in a **gurdwara**. The Guru Granth Sahib Ji (a collection of holy scriptures in Sikhi) is opened at random. The first letter of the first word on that page is chosen to be the first letter of the baby's name. Once the name has been chosen, everybody cheers. For their second name, girls are called Kaur (princess) and boys are called Singh (lion).

Naam Karan

Key Vocabulary	
baptism	A ceremony welcoming a person into the Christian church.
symbolises	When something stands for something else.
sins	Christians believe that sins are wrong actions, that are not what God would want a person to do.
Christian	People who follow the religion of Christianity.
resurrection	When Jesus came back to life after death.
crucifixion	When Jesus was put to death on a cross.
Bar/Bat Mitzvah	A Jewish celebration for the beginning of adulthood.

Jesus' Baptism

John the Baptist **baptised** Jesus in the River Jordan. When Jesus came up from under the water, the sun came out and a dove flew down. Jesus heard God's voice say, "This is my son. I love him and I am pleased with him." Water is used in **baptism** and **symbolises** a person's sins being washed away and the **beginning** of their journey of faith as a **Christian**.

Christians are often **baptised** as a baby, when they are given their name, but they can also be **baptised** as an older child or an adult. Gifts are often given at **baptisms**.



Easter

Christians celebrate Easter to remember the story in the Bible of Jesus' **crucifixion** and **resurrection**. **Christians** believe that Jesus died so that everyone's **sins** could be forgiven.



At Easter time, **Christians** go to church, send cards and give Easter eggs. Easter eggs **symbolise** the new life, as a **Christian**, that God promises to those that believe in him.

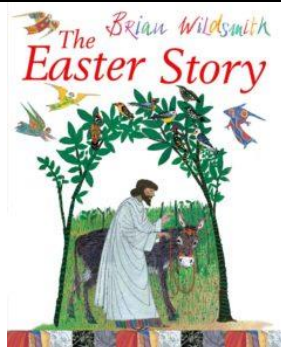
Celebrating Easter



Endings

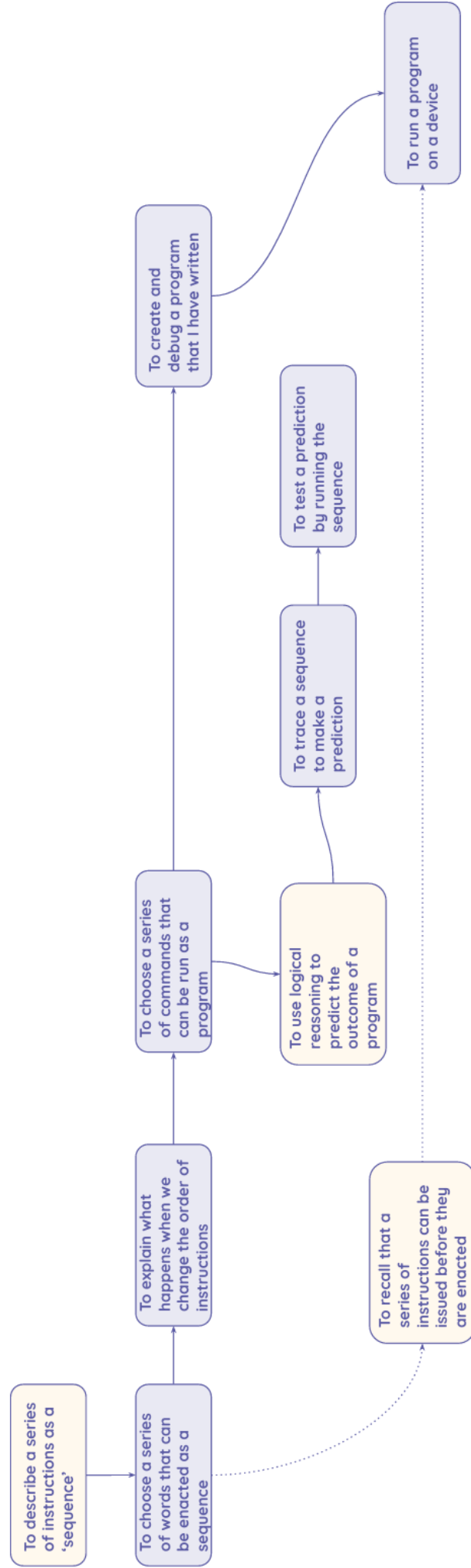
An **ending** can also be a **beginning**. The end of Jesus' life was the **beginning** of hope and new life for **Christians**. Other **beginning** and **ending** ceremonies are **celebrated** by different religions, such as **Bar/Bat Mitzvah** and weddings.



Key Texts	
Beginnings and Endings	
Step 1: Thinking about beginnings and endings	
Key Skills	• Discuss different beginnings and endings in life. • Explain why people celebrate or remember important events.
Key Knowledge	• A beginning is the start of something new, while an ending is the final part of something. • Beginnings are often celebrated, while endings can be a time to remember and reflect. • Sometimes an ending can also be a new beginning
Step 2: Why is light important to Hindus?	
Key Skills	• Describe how Sikhs celebrate Vaisakhi. • Explain why Vaisakhi is important to Sikhs
Key Knowledge	• Vaisakhi began as a harvest festival and celebrates the founding of the Sikh faith. • During Vaisakhi, Sikhs remember the story of the Panj Pyare (Beloved Five). • The Panj Pyare represent values including kindness, justice, courage, organisation and majesty. • A Sikh is a person who follows the religion of Sikhi.
Step 3: Naam Karan	
Key Skills	• Describe what happens during a Sikh naming ceremony. • Explain why names are important in Sikhism
Key Knowledge	• Naam Karan is a Sikh baby naming ceremony held in a gurdwara. • The Guru Granth Sahib Ji is opened at random and the first letter on the page helps choose the baby's name. • Sikh girls are given the second name Kaur (princess) and boys are given Singh (lion). • Naam Karan welcomes a baby into the Sikh faith community.
Step 4: Baptism	
Key Skills	• Retell the story of Jesus' baptism. • Explain how Christians mark the beginning of their faith journey.
Key Knowledge	• John the Baptist baptised Jesus in the River Jordan. • Christians believe God's voice said, "This is my son. I love him and I am pleased with him." after Jesus was baptised. • Water is used in baptism and symbolises sins being washed away. • Baptism marks the beginning of a person's journey of faith as a Christian.
Step 5: Easter	
Key Skills	• Retell the main events of the Easter story. • Explain links between Easter and new life.
Key Knowledge	• Easter remembers the crucifixion and resurrection of Jesus. • Christians believe Jesus died so that people's sins could be forgiven. • Christians believe the resurrection means Jesus came back to life. • Easter eggs symbolise new life and hope for Christians. • Christians celebrate Easter through church services, cards and Easter eggs.
Step 6: Marking my own endings and beginnings	
Key Skills	• Design a ceremony to mark a beginning or ending. • Apply knowledge of religious ceremonies to personal experiences.
Key Knowledge	• Many religions have ceremonies that mark important beginnings and endings • Examples include Naam Karan, Baptism, Vaisakhi and Bar/Bat Mitzvah.

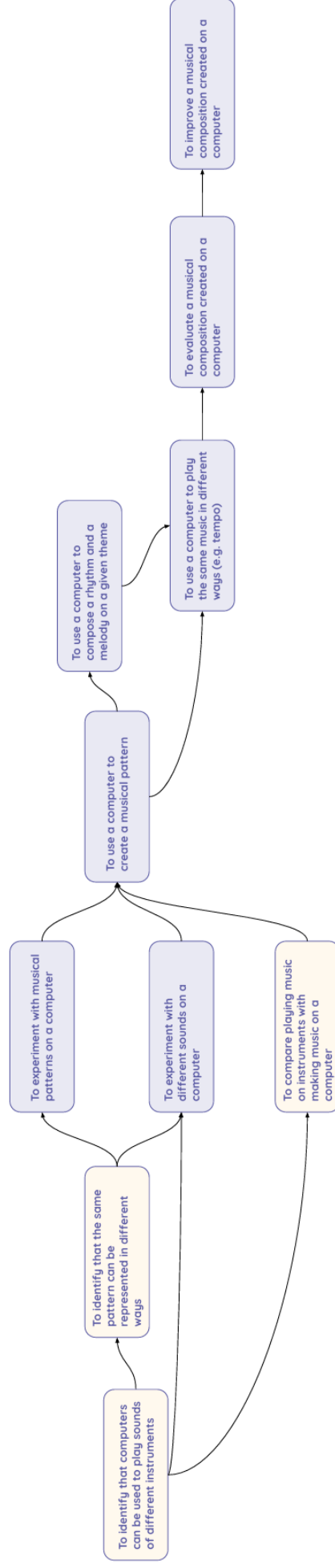
	• Ceremonies often include symbols, celebrations, reflection and special actions. • Different people celebrate important life events in different ways.
Places of Worship	
Step 1: What makes a place special?	
Key Skills	• Describe places that are special to people. • Explain why a place is important. • Reflect on personal experiences of special places.
Key Knowledge	• Different people find different places special. • A special place may help people feel calm, happy, safe or connected. • A place of worship is a special place where people practise their religion.
Step 2: What is it like to visit a mosque?	
Key Skills	• Describe features of a mosque. • Explain how visitors should behave in a mosque. • Identify why mosques are important to Muslims.
Key Knowledge	• A mosque is a place of worship for Muslims. • Muslims gather in a mosque to pray and worship. • Visitors remove their shoes before entering a mosque as a sign of respect.
Step 3: What is it like to visit a gurdwara?	
Key Skills	• Describe features of a gurdwara. • Explain how visitors should behave. • Identify why gurdwaras are important to Sikhs.
Key Knowledge	• A gurdwara is a place of worship for Sikhs. • Visitors should remove their shoes, cover their heads and wash their hands before entering. • Sikhs gather in the gurdwara to worship, learn and share meals with others.
Step 4: Why are Buddhist temples shaped the way they are?	
Key Skills	• Identify features of a Buddhist temple. • Discuss how buildings can have meaning. • Explain the symbolism found in places of worship.
Key Knowledge	• A Buddhist temple is a place of worship for Buddhists. • Some Buddhist temples are designed around the five elements. • Different parts of a Buddhist temple can symbolise important Buddhist beliefs
Step 5: How are places of worship similar and different?	
Key Skills	• Compare different places of worship. • Identify similarities and differences. • Discuss why places of worship are important.

Key Knowledge	• Mosques, gurdwaras and Buddhist temples are all places where people worship. • Different religions have different customs, symbols and buildings. • Many places of worship encourage reflection, community and respect.
Step 6: How would I design a special place for my community?	
Key Skills	• Design a special place for a purpose. • Apply learning from different places of worship. • Present and explain design choices.
Key Knowledge	• Places can be designed to meet the needs of a community. • Places of worship often include features that help people feel welcome, safe and reflective. • Designers draw on ideas from existing buildings when creating new places.



Step 1: Scratch Jr Recap	
Key Skills	- I can identify the start of a sequence - I can identify that a program needs to be started - I can show how to run my program
Key Knowledge	- A sequence is a set of instructions that happen in a particular order. - A ScratchJr program must be started with a start block, such as the Green Flag.
NC Link	- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - create and debug simple programs
Step 2: Outcomes	
Key Skills	- Predict the outcome of a sequence of commands in ScratchJr. - Change a program to produce a different outcome.
Key Knowledge	- A sequence of commands produces an outcome when it is run. - Different sequences of commands can sometimes produce the same outcome
NC Link	- Understand what algorithms are and that they are implemented as programs on digital devices. - Create and debug simple programs. - Use logical reasoning to predict the behaviour of simple programs.
Step 3: Using a design	
Key Skills	- Follow a design to create a program in ScratchJr. - Select and sequence the correct blocks to achieve a desired outcome.
Key Knowledge	- An algorithm is a set of instructions that tells a program what to do. - Programs can be started using different events, including the Start on Tap block, and can change backgrounds using the Go to Page/Change Background block.
NC Link	- Understand what algorithms are and how they are implemented as programs on digital devices. - Create and debug simple programs. - Use logical reasoning to predict the behaviour of simple programs.
Step 4: Changing a design	
Key Skills	- Modify a given design to create a new quiz project. - Create a ScratchJr program using chosen sprites, backgrounds and sequences of blocks.
Key Knowledge	- A design can be changed by selecting different sprites, backgrounds and outcomes. - Different sequences of blocks control how characters respond when selected in a quiz.
NC Link	- Understand what algorithms are and how they are implemented as programs on digital devices. - Create and debug simple programs. - Use logical reasoning to predict the behaviour of simple programs.
Step 5: Designing and creating a programme	
Key Skills	- Design an original quiz by selecting questions, sprites and backgrounds. - Create and program sequences of blocks that match a planned algorithm.
Key Knowledge	- An algorithm is a precise set of ordered instructions that can be turned into a program. - Programs should be designed and built to match a planned outcome.
NC Link	Understand what algorithms are and how they are implemented as programs on digital devices.

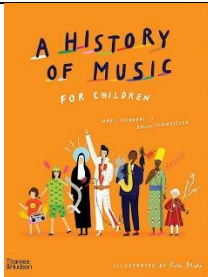
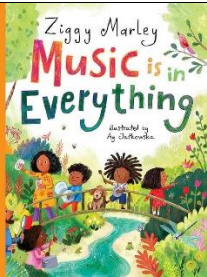
	• Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs.
Step 6: Evaluating	
Key Skills	• Evaluate a program by comparing it with the original design. • Debug a program by identifying and correcting errors.
Key Knowledge	• Evaluating involves checking whether a finished project matches its design and intended outcome. • Debugging is the process of finding and fixing mistakes in a program.
NC Link	• Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Understand what algorithms are and how they are implemented as programs on digital devices.



Key:

Concept

Skill

Key Texts 	 
Step 1: How music makes us feel	
Key Skills	- Identify and compare simple differences between pieces of music. - Describe how music makes you feel using appropriate adjectives and emotion words.
Key Knowledge	- Music can create different emotions and feelings in the listener. - Pieces of music can differ in features such as loudness, speed, and mood.
NC Link	- Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (Introduction to creating music digitally using Chrome Music Lab.) - Use technology purposefully to explore and express ideas.
Step 2: Rhythms and patterns	
Key Skills	- Create and perform simple rhythm patterns. - Use Chrome Music Lab to create, listen to and modify rhythm patterns.
Key Knowledge	- Music contains patterns called rhythms that can be repeated. - Music can be created using both musical instruments and digital technology.
NC Link	- Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Use technology purposefully to create and explore digital media.
Step 3: Making Music	
Key Skills	- Use a computer to experiment with pitch and create different sounds - Create a piece of music that represents an idea, image or object.
Key Knowledge	- Music can be used to express emotions, ideas and imagination. - Pitch changes how music sounds, with notes becoming higher or lower.
NC Link	- Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Use technology purposefully to create digital media and express ideas.
Step 4: Notes and Tempo	
Key Skills	- Create and refine a musical pattern using a computer. - Change and evaluate the tempo and instrument sounds in a piece of music.
Key Knowledge	- Music is made up of a sequence of notes that can form patterns. - Tempo affects how fast or slow a piece of music is played.
NC Link	- Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Use technology purposefully to create and refine digital media.
Step 5: Creating digital music	
Key Skills	- Create a rhythm that represents an animal and its movements. - Use a computer to create a digital composition by combining rhythms and notes.
Key Knowledge	Music can be created for a purpose, such as representing an animal or idea.

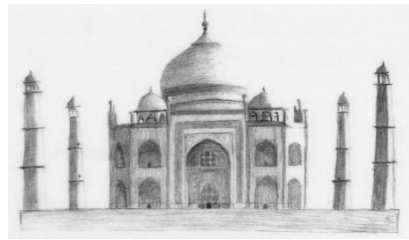
	A digital composition can combine rhythm patterns, notes, tempo and instrument choices.
NC Link	- Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Use technology purposefully to create digital media and express ideas.
Step 6: Reviewing and editing music	
Key Skills	- Review and evaluate a digital music composition. - Edit and improve music using feedback and self-reflection.
Key Knowledge	- Digital music can be changed and refined after it has been created. - Evaluating music helps identify strengths and areas for improvement.
NC Link	- Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Use technology purposefully to create and refine digital media.

Art

Key Texts 	
Step 1:	To use chalks to create flames
Key Skills	Observe Carefully – Identify objects, shapes, and details in a picture. Compare Foreground and Background – Describe and distinguish between elements in different layers of a picture. Use Colour and Shading – Apply chalks to show light, dark, and colour variation. Create Effects – Layer, blend, and manipulate chalks to represent flames, smoke, and clouds. Discuss and Reflect – Talk about what they notice, what works well, and how to improve their artwork
Key Knowledge	Foreground and Background – Understanding that pictures have different layers: objects can be in front (foreground) or behind (background). Colours and Values – Recognising light and dark areas, warm and cool colours. Observation Skills – Looking carefully at shapes, patterns, and textures in a picture. Chalk Techniques – Knowing how to blend, layer, and create effects with chalks. Representation – Understanding that artists use colour, line, and shading to show flames, smoke, and movement.

NC Link	- Pupils should be taught to use a range of materials creatively to design and make products. - Pupils should be taught to improve their mastery of art and design techniques, including drawing and painting with a range of materials.	
Step 2:	To use collage to create flames.	
Key Skills	Observe and Discuss – Describe colours, shapes, direction, and feelings in Rita Greer’s painting. Interpret Emotion – Suggest how the people in the painting might feel. Imagine and Visualise – Close eyes, listen to a description, and imagine scenes of the fire. Plan and Create – Choose colours, textures, and shapes that match their intended mood or scene. Compose a Collage – Arrange materials to show movement, emotion, and narrative. Reflect and Evaluate – Talk about how their work shows feelings or ideas inspired by the fire.	
Key Knowledge	Artist Knowledge – Rita Greer is a modern artist who imagined historical events through painting. Historical Context – The Great Fire of London happened in 1666; artists can represent events they haven’t seen. Art Elements – Recognise how colour, shape, and direction (flames leaning left) can show movement and emotion. Materials Knowledge – Understand that collage uses mixed media (paper, fabric, textures) to build layered effects. Mood and Expression – Artists use colour and composition to express feelings and atmosphere.	
NC Link	Pupils should be taught to use a range of materials creatively to design and make products. Pupils should be taught to use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.	
Step 3:	To use a variety of resources to create a 3-D picture.	
Key Skills	Observe and Describe - Look closely at an image and describe what they can see using full sentences. - Use descriptive vocabulary (e.g., flickering, glowing, smoky, fiery). Discuss and Interpret - Talk about how the artist has shown flames and movement. - Recognise how colour and shape can create emotion or drama. Compare and Identify - Identify shapes and architectural features in pictures of Ludgate. - Compare historical and modern buildings. Express and Create - Use ideas from Rita Greer’s painting to inspire their own artwork. - Experiment with materials to represent shapes and textures of buildings or flames.	
Key Knowledge	- Artists use colour, shape, and line to show mood, movement, and texture (e.g., flames). - Buildings have features such as arches, towers, windows, and domes.	

	• Paintings can be based on real events or imagined scenes. • Warm colours (reds, oranges, yellows) can represent fire, heat, and energy.
NC Link	Know about the work of a range of artists, craft makers, and designers, describing the differences and similarities between different practices and disciplines. Use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.
Step 4:	To create 3-D scenes.
Key Skills	1. Observe and Identify a. Look closely at the image and describe what they see — flames, smoke, arches, buildings. b. Identify what is in the foreground, middle ground, and background. 2. Plan and Organise a Composition a. Decide what will go in each layer of their artwork. b. Arrange elements so that the picture looks balanced and tells a story. 3. Use Materials Effectively a. Follow step-by-step guidance to build up each layer using paper, chalk, paint, or collage. b. Experiment with colour, size, and texture to show distance and movement. 4. Express and Create a. Use shapes and colours to show flames, smoke, and buildings in different parts of the picture. b. Blend and layer materials to create a sense of depth. 5. Reflect and Evaluate a. Talk about what worked well in their composition. b. Suggest how they could improve the sense of space or layering in their picture.
Key Knowledge	• Pictures can be divided into foreground, middle ground, and background. • The foreground is the part nearest to the viewer, often showing more detail. • The background is the furthest part, often showing sky, smoke, or distant buildings. • The middle ground connects the two, creating depth.
NC Link	Use a range of materials creatively to design and make products. Use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.
Step 5:	To used mixed media to create scenes.
Key Skills	• Use a range of materials creatively to design and make images or models. • Develop techniques in colour, pattern, texture, line, shape, form, and space. • Experiment with ways to show movement and energy, such as the flickering of flames or the flow of water. • Create simple compositions showing foreground and background. • Use tools and equipment safely and with control.
Key Knowledge	• Know how to mix primary colours (red, blue, yellow) to make secondary colours (orange, green, purple). • Understand how to make tones by adding white or black. • Recognise how warm colours (reds, oranges, yellows) and cool colours (blues, greens) can change the mood of a picture. • Know how to use different tools and media (paintbrushes, chalks, collage materials, pencils) to achieve texture and pattern. • Understand how to create a simple sense of foreground and background to show depth.
NC Link	• Using colour and texture to represent fire, water, smoke, and movement. • Creating foreground and background in compositions. • Discussing how artists express action and emotion through their work.

	Experimenting with different materials and techniques (paint, chalk, collage).	
Step 6	Using observational skills, discuss the symmetry of the Taj Mahal and the shapes we may draw to help form the outline of the building. Today we are going to sketch the outline of the building using sketching pencil or charcoal. We will create a background in the next lesson.	
Key Skills	Recognising symmetry: Understand that the building looks the same on both sides of the centre line. Breaking images into simple shapes: Use shapes such as rectangles, squares, triangles, and circles to help build the structure. Sketching techniques: - Use light pencil/charcoal lines first - Adjust, erase, and improve lines - Add more detail once the outline is correct	
Key Knowledge	Symmetry: The Taj Mahal is symmetrical, which means one side mirrors the other. Architectural features: - A main central dome - Four minarets (towers) - Arched doorways and windows - Decorative shapes and patterns -These help make the building unique and famous. Foreground and background: Today we draw the building only — the background will be added in the next lesson. Pencil grades and shading: (<i>optional intro for Year 2</i>) Different pencils or charcoal can make lighter and darker lines. Art vocabulary: <i>symmetry, dome, minaret, outline, structure, sketch, foreground</i>	
NC Link	Children know how to use charcoal Children know how to create different tones using light and dark.	
Step 7	What is a background? A background is the setting of the picture. The way a background is added can add drama and detail to the artwork. Today you will create a watercolour background for your Taj Mahal artwork. Blend water colours to create a sunset background	
Key Skills	- Use a range of materials to create images (pencils, crayons, paints, chalk). - Mix primary colours to make secondary colours. - Apply colour to show light, dark, warm, and cool areas. - Blend colours to create effects, such as sunsets or skies. - Experiment with line, shape, and pattern to represent objects or textures.	
Key Knowledge	Know that: - red and yellow make orange - blue and red make purple - yellow and blue make green - white can be added to lighten tones - black can be added to darken tones	

	The correct techniques to use watercolour paints
NC Link	• Use a range of materials creatively to design and make images and products. • Use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.

DT

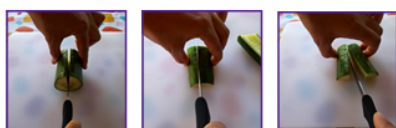
Technical Knowledge



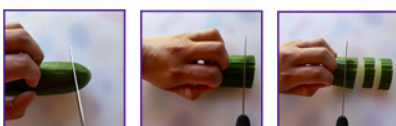
We must **wash our hands** and clean surfaces before handling food.

We can use the **bridge hold and claw grip** to keep our fingers safe:

- **Bridge hold:** Fingers and thumb make a bridge over the food to keep them safe while you cut underneath.



- **Claw grip:** Curl your fingers like a claw to hold the food safely and keep your fingertips away from the knife.



Vocabulary



Fruit - The sweet part of a plant that we can eat. It often has seeds (e.g. apple, banana).

Vegetable - A plant or part of a plant we eat that is not sweet (e.g. carrot, broccoli).

Rainbow diet - Eating lots of different coloured fruits and vegetables to stay healthy.

Texture - How something feels when we touch or eat it (e.g. soft, crunchy).

Healthy - Good for our body and helps us grow strong and feel well.

The Design Process



• **Explore** - Taste and talk about different fruits and vegetables.

• **Practise Skills** - Learn how to cut safely using correct grips.

• **Design** - Choose ingredients, draw a plan, and label it.

• **Make** - Follow the plan to make the healthy snack.

• **Evaluate** - Say what went well and what could be better.

Examples



Evaluation

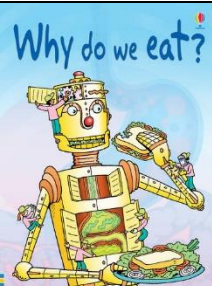


• Can you explain what you made and why you chose those ingredients?

• Did you use safe cutting techniques?

• What did you enjoy about your snack?

• How could you make it better next time?

Key Texts	 
Food Preparation: Making Healthy Snacks	
Step 1:	Identifying fruits and vegetables
Key Skills	• Identify and classify fruits and vegetables. • Describe where different fruits and vegetables grow.
Key Knowledge	• Fruits contain seeds and grow from flowers, while vegetables come from other parts of plants such as roots, stems and leaves.

	Fruits and vegetables grow in different places, including underground, on bushes, vines and trees, and some grow better in the UK than in hotter countries.	
NC Link	- Design: Generate ideas through discussion and exploration of food products. - Technical Knowledge: Understand where food comes from. - Cooking and Nutrition: Understand that food comes from plants and other sources.	
Step 2:	Examining, Tasting and Describing Fruit and Vegetables	
Key Skills	- Taste and evaluate a range of fruits and vegetables. - Use sensory vocabulary to describe appearance, smell, taste and texture.	
Key Knowledge	☐ Different fruits and vegetables have different sensory properties, including taste, texture, smell and appearance. ☐ Eating a variety of colourful fruits and vegetables contributes to a healthy diet.	
NC Link	- Design: Gather information about users' preferences through tasting and evaluation. - Cooking and Nutrition: Understand the principles of a healthy and varied diet. - Evaluate: Explore and evaluate existing food products.	
Step 3:	Safe Food Preparation Skills	
Key Skills	- Use a knife safely using the bridge hold and claw grip techniques. - Prepare fruit and vegetables hygienically and safely.	
Key Knowledge	- Good food hygiene includes washing hands, cleaning surfaces and handling food safely. - The bridge hold and claw grip help keep fingers safe when cutting ingredients.	
NC Link	- Make: Select from and use a range of tools and equipment to perform practical tasks. - Cooking and Nutrition: Prepare and combine ingredients safely. - Technical Knowledge: Understand safe and appropriate use of tools when preparing food.	
Step 4:	Designing a Healthy Snack	
Key Skills	- Design a healthy fruit or vegetable kebab that meets given criteria. - Select ingredients based on colour, taste, texture and appearance.	
Key Knowledge	- Design criteria help designers create products that are fit for purpose. - Healthy snacks can be planned using a variety of fruits and vegetables to provide different colours, tastes and textures.	
NC Link	Design: Design purposeful products for themselves and others based on design criteria. Design: Generate, develop and communicate ideas through drawing and labelling. Cooking and Nutrition: Understand the principles of a healthy and varied diet.	
Step 5:	Making and Evaluating a Healthy Snack	
Key Skills	- Follow a design to make a healthy fruit or vegetable kebab safely. - Evaluate a finished product against design criteria.	
Key Knowledge	- Products can be evaluated by considering how well they meet the original design criteria. - Safe food preparation techniques help create healthy snacks successfully.	
NC Link	Make: Select from and use a range of tools and equipment to perform practical tasks. Evaluate: Evaluate their ideas and products against design criteria. Cooking and Nutrition: Prepare and combine ingredients safely to make a healthy product.	

Music



Key Texts

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Identifying and describing changes in pitch	Pitch Doodles Ideal for a single session	★ To use movement to respond to changes in pitch ★ To use 'higher' or 'lower' to describe sounds	Listen Sing Genre/History/Musicians	Pitch Timbre		<i>The Waltzing Cat</i> by Leroy Anderson <i>Amazing Grace</i> (Traditional) <i>'Chinese Dance'</i> from <i>The Nutcracker</i> by Tchaikovsky	Sunflowers Growing The Brrrass Band The Marching Band
	Pitch Perfect Ideal for a single session	★ To recognize and describe changes in pitch ★ To pitch-match simple phrases ★ To explore vocal timbre	Sing Listen	Articulation Dynamics Pitch Rhythm			Good Morning
	High, Middle, Low Ideal for 1-2 sessions	★ To identify high-, mid- and low-pitched sounds ★ To listen to and recall a sequence of sounds ★ To use graphic notation to represent pitch	Sing Listen Play Improvise Compose Notation	Pitch Structure			Happy Sun High In 1666 We're Detectives
2. Copying pitch patterns	Up And Down Ideal for 2 sessions	★ To identify changes in pitch ★ To play ascending and descending melodies on tuned percussion	Sing Listen Play Compose	Pitch Timbre			Building Bricks I Wish I Had A Robot Old Toys, New Toys Step It Up For Sport Relief
	Copy My Action Ideal for 1-2 sessions	★ To recognize and describe changes in pitch	Listen Play	Pitch		<i>'Do Re Mi'</i> from <i>The Sound Of Music</i> by Rodgers and Hammerstein	Climbing Up The Beanstalk Follow The Silver Trail
	Vocal Story Maps Ideal for 1-2 sessions	★ To imitate and describe changes in pitch ★ To compose and notate a short composition using graphic notation	Sing Listen Compose Notation Genre/History/Musicians	Pitch Rhythm Structure Texture Timbre			
3. Creating and notating simple melodies	Just Five Notes Ideal for 1-2 sessions	★ To sing pentatonic songs ★ To begin to recognize pentatonic scales	Sing Listen Genre/History/Musicians	Pitch Pulse Rhythm		<i>The Girl With The Flaxen Hair</i> by Debussy	Just Five Notes Try and Try Again What Goes In, Must Come Out

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(3.)	Pentatonic Play Ideal for 1-2 sessions	★ To compose simple pentatonic melodies	Sing Listen Improvise Notation	Pitch Structure		<i>The Power Of The Pentatonic Scale</i> by Bobby McFerrin	Just Five Notes Try and Try Again What Goes In, Must Come Out
	Step Or Leap? Ideal for 1-2 sessions	★ To play and sing melodies that move up and down by step ★ To recognize melodies that move by step or leap ★ To use graphic notation to represent a melody	Sing Listen Play Compose Notation	Pitch Structure			Joey Pitter Patter Caterpillar
4. Performing simple musical accompaniments and preparing for performance	Summer Songs Ideal for 1-2 sessions	★ To play and sing melodies that move up and down by step ★ To play a simple melodic accompaniment	Sing Listen Play Compose	Pitch Structure			Did You Ever? Lovely Summer's Day
	Songs Of The Sea Ideal for 2 sessions	★ To perform songs with instrumental accompaniment ★ To play a simple rhythmic and/or melodic ostinato	Sing Listen Play Compose Genre/History/ Musicians	Pitch Rhythm Structure Texture		<i>Leave Her Johnny</i> (Traditional Sea Shanty)	Hey, Mr Pirate! Red Sails Remember The Mary Rose Sail West, Señor! The Deep Blue Sea
	Meet The Dragons Ideal for 2-3 sessions	★ To compare songs on a given theme ★ To develop a short performance to share with others	Sing Listen Play	Dynamics Pitch Structure Tempo Timbre		<i>Guangling Melody</i> (Chinese Traditional)	Dragon Dance My Dragon We're Going Round The World
	Show Time Ideal for 2 sessions	★ To prepare songs for performance ★ To perform simple instrumental accompaniments ★ To suggest ways to improve a performance	Sing Play	Articulation Dynamics Pitch Structure Texture			Your choice of songs from Year 1



KEY KSI 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/Quieter 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 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



Experiences



MK Primary Music Singing Festival

