

Cawston Long Term Plan History and Geography

GEOGRAPHY and HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication	Culture	Conflict	Conflict	Conservation	Conservation
Years 4/5/6 2026/27						
English	Non Fiction Diary 'Stone Age Boy' by Satashi Kitamura	Narrative Stories from Other Cultures "Fly, Eagle, Fly!" by Frances Lincoln	Non-Fiction Information Text base on Myths and Legends 'Mythologica' by Steve Kershaw	Narrative: Traditional Tales Retold 'FarTHER' by Graheme Baker-Smith	Narrative Fantasy World - Settings 'Jumanji ' by Chris Van Allsburg	Non Fiction Information Text 'The Crown' by Emily Kapff
Poetry	Calligram	Echo Poem	Free Verse	Tanka	Nonsense Poem	Blackout Poem
Maths Year 5/6	Place Value (3 weeks) Addition (1 week) Subtraction (1 week) Multiplication Division (2 weeks)	Fractions A (4 weeks) Multiplication and division B (2 wks)	Multiplication and division B cont. (1 week) Fractions B (2 wks) Decimals A (2 wks)	Area Perimeter and volume (2 wks) Decimals B (3 wks) Fractions, decimals and percentages (2 wks)	Ratio (1.5 wks) Algebra (1.5 wks) Shape (3 wks)	Position and direction (2wks) Statics (2 wks) Converting units (2wks)

Cawston Long Term Plan History and Geography

GEOGRAPHY and HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication	Culture	Conflict	Conflict	Conservation	Conservation
Maths Year 4/5	Place Value (4 wks) Addition & Subtraction (4 wks)	Multiplication & Division A (3 wks) Area (1 wk) Multiplication & Division B (2 wk) PiXL (1 wk)	Multiplication & Division B (1 wks) Length and perimeter (2 wks) Fractions (3 wks)	Mass & Capacity (2 wks) Fractions (2 wks) PiXL (1 wk)	Time (2 wks) Decimals (3 wks) Money (2 wks)	Shape (2 wks) Position & Direction (1 wk) Statistics (2 wks) PiXL (1 wk)
Science	Forces (Year 5)	Light (Year 6)	Living things and habitats (Year 5)	Properties and changes of materials (Year 5)	Animals including humans (Year 4)	Changes of materials (Year 5)

Cawston Long Term Plan History and Geography

GEOGRAPHY and HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication	Culture	Conflict	Conflict	Conservation	Conservation
Theme The Future Starts Here When and how did civilization begin? (History) Stone Age to Iron Age Late Neolithic hunter gatherers and early farmers (Skara Brae) Bronze Age Technology Iron Age farming When and how did civilization begin?	The Future Starts Here When and how did civilization begin? (History) Stone Age to Iron Age Late Neolithic hunter gatherers and early farmers (Skara Brae) Bronze Age Technology Iron Age farming When and how did civilization begin?	Come Fly With Me! Africa (Geography) Locational Knowledge African Continent & its Countries Human & Physical Geography Climate, Physical Features, Culture & Economy What things change as you travel through Africa?	Athens V Sparta! (History/Geography) Ancient Greece A study of Greek life and achievements What did the Ancient Greeks ever do for us?		Picture Our Planet! (Geography) Locational Knowledge Brazil Human & Physical Geography Climate, physical features, Culture, Economy & Conservation Issues Place Knowledge Comparison with Scotland How do two countries tackle their different conservation issues? The United Kingdom (Geography) Mini Block	Ancient Civilisations (History) Ancient China The achievements of the earliest civilizations What and how can we learn about life in the past from the Shang Dynasty?

Cawston Long Term Plan History and Geography

GEOGRAPHY and HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication	Culture	Conflict	Conflict	Conservation	Conservation
RE Follow Year 5 Plans	Is believing in God reasonable? Multi/Humanist	How has belief in _____ impacted on music and art through history? Christian/Muslim	What can we learn about the world/knowledge/ meaning of life from the great philosophers? Buddhist/Christian Spring 1 / 2		What difference does the resurrection make to Christians? Christian	How do _____ make sense of the world? Hindu
PHSE Year 5/6 Year A	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we be in control of our money?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Staying safe: How can I stay safe as I grow up?
PHSE Year 4	My Healthy Self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?	Staying Safe: What signs help me recognise what is safe or unsafe?
Computing Knowsley	E-safety My Online Life DL	E-safety Coding Mcrobits CS	E-safety VR Worlds IT	E-safety YouTuber DL	E-safety IT	E-safety Web Designer CS

Cawston Long Term Plan History and Geography

GEOGRAPHY and HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication	Culture	Conflict	Conflict	Conservation	Conservation
Art Year 4 Kapow		Drawing – power prints		Painting and Mixed Media: Light and Dark		Craft and design: Fabric of Nature
DT Year 4 Kapow	Adapting a recipe		Mechanical systems: Slingshot car		Structure - Pavilions	
Music	Unit 2 – Caribbean – Instrumental lessons Y4	Body and themed percussion – Y4	Composition Notation Y5	Musical Theatre Y5	Film Music Y6	Pop Art Y6
MFL Year 5/6 Spanish Language Angels	Phonics Do You Have a Pet?	Family	At the Cafe	What is the weather	The Olympics	Planets

Cawston Long Term Plan History and Geography

GEOGRAPHY and HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication	Culture	Conflict	Conflict	Conservation	Conservation
MFL Year 4 Spanish Language Angels	Phonetics 1-2 Seasons	Vegetables	Presenting Myself	My Family	In the Classroom	At the Cafe
PE Year 5 Real PE Power of PE	1x Real PE 1xhockey	1xReal PE 1xOAA	1xReal PE 1xGym	1xReal PE 1xDance	1xReal PE 1xNeatball	1xReal PE 1xAthletics
Year 2 and 3 2026/27						
English:	Rosie Revere, Engineer Relates to inventions... Plans in folder Outcome: Explanation Text	Our Tower Plans in folder	Flotsam Planning in folder. Also see https://www.booksfortopics.com/creative-literacy-lesson-ideas-using-flotsam-	The Wilderness Not directly linked to Pocahontas – deals with being brave in the outdoors, adventuring and finding courage... Plans in folder	The Last Garden Plans in folder Outcome: Own version extended narrative	The Tin Forest Plans in Folder Outcome: Informative leaflet Outcome: Informative leaflet

Cawston Long Term Plan History and Geography

GEOGRAPHY and HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication	Culture	Conflict	Conflict	Conservation	Conservation
		Outcome: Fantasy Narrative	by-david-wiesner/ for further ideas. Outcome: Mystery Sequel	Outcome: Guide to enjoying the Wilderness.		
Poetry	Kennings Verse	Haiku	Structured Grammar Poem	Free Verse Performance Poetry	Alliterative Poem	Narrative Poems Perform with actions
Maths Year 2	Place Value (4 wks) Addition and Subtraction (5 wks) Shape (3 wks) PiXL (1wk) Consolidation (2 wks)		Money (2 wks) Multiplication and division (5 wks) Length and height (2 wks) Mass, capacity and temperature (3 weeks) PiXL (1 wk)		Fractions (3 wks) Time (3 wks) Statistics (2wks) Position and direction (2wks) SATs (1 wk) Consolidation (1wk)	
Maths Year 3	Place Value (2 wks) Addition and Subtraction (5 wks)	Multiplication and division A (4 wks) Pixl (1 week)	Multiplication and division B (3 wks) Length and perimeter (3wks)	Fractions (3 wks) Mass and Capacity (3 wks) PiXL (1 week)	Fractions B (2 wks) Money (2wks) Time (3 wks)	Pixl (1 wk) Shape (2 wks) Statistics (2 wks)

Cawston Long Term Plan History and Geography

GEOGRAPHY and HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication	Culture	Conflict	Conflict	Conservation	Conservation
Topic	Mobile Mystery (History)	One Day Many Ways (Geography)	Beachcomber (Geography)	The Story of Pocahontas (History)	Skip pf the Dump (History)	Climate Detectives (Geography)
Science	Scientific Enquire Unit (Special unit developing Working Scientifically. (Knowledge and skills) Year 3	Forces and magnets (Year 3)	Everyday uses of materials (Year 2)	Living Things and habitats (Year 2)	Plants (Year 3)	Rocks (Year 3)
RE	The Bible: What does it say about God's Promises. Theology	Festivals: How do they celebrate the natural world? Social Sciences	Hindus: What do Hindu stories teach about life and the world? Theology	Choices: Do we need rules to live by? Philosophy	The World: How do different people explain how it started? Theology	Prayer: Is it possible to speak to God? Theology

Cawston Long Term Plan History and Geography

GEOGRAPHY and HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication	Culture	Conflict	Conflict	Conservation	Conservation
PSHE Year ½ Year A	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Health protection: How can I protect myself and others in daily life?	Staying Safe: How can I stay safe?	Connecting with others? How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?
Computing <i>Knowsley</i>	E-safety Online Buddies Safe online communicating and behaviour. DL	E-safety Code a Story Using algorithms in Scratch. Conditional language, Loops debugging. CS	E-safety Presentations and Typing Creating PowerPoints, using presentation tools, typing skills IT	E-safety Introducing AI New unit DL	E-safety Making Games Scratch. Creating a Heroes and Villains game. CS	E-safety Story Land Story writing, illustrations and audio recording of the story. IT
Art	I am beautiful: Drawing and mixed media		Our space: Drawing and printing		Me myself and others: Clay sculptures	
DT		Leavers and sliders: moving cards		Wheels and axels: Vehicles		Freestanding structures: Playgrounds

Cawston Long Term Plan History and Geography

GEOGRAPHY and HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication	Culture	Conflict	Conflict	Conservation	Conservation
Music	Start with singing: Learning through singing games	Singing together: How singing helps us work together.	Compose and create: record our ideas using a graphic score	Music and movement: Using symbols to represent pitch	Compose and create: Improvising with four notes	Singing for performance: Adding a simple vocal accompaniment
MFL Year 3 2026/27	Phonetics 1 I am learning (Fr/Splt)	Animals	Instruments	<i>I know how to</i>	Fruit or vegetables	Ice creams
PE Real PE Power of PE	1x Real PE 1xhockey	1xReal PE 1xOAA	1xReal PE 1xGym	1xReal PE 1xDance	1xReal PE 1xNeatball	1xReal PE 1xAthletics
Year R/1 2026/27						
English	Jolly Postman	Super Milly and the Super School Day Plans in folder	The See Saw Plans in folder	Home is where the Heart is	Greta and the Giants Plans in folder	Lost and Found Plans in folder

Cawston Long Term Plan History and Geography

GEOGRAPHY and HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication	Culture	Conflict	Conflict	Conservation	Conservation
	<i>Ideas in the folder...plan needs to be developed.</i> Outcome: Suggest a postcard or short letter to a character	Outcome: Narrative from another perspective	Outcome: Own version narrative	Plans in folder – will need developing up as currently EYFS. Not Pocahontas related, but deals with recognising how to resolve conflict and being a good friend. Suggested outcome: Diary entry from a character's perspective.	Outcome: Persuasive Argument / Letter	Outcome: Own Version Narrative Outcome: Informative leaflet
Poetry	Descriptive poem on 5 senses	Acrostic	Rhyming Poem – Please Mrs Butler	Calligram	Haiku	kennings

Cawston Long Term Plan History and Geography

GEOGRAPHY and HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication	Culture	Conflict	Conflict	Conservation	Conservation
Phonics/spelling	Year 1 – Set 2 recap sounds	Year 1 – Set 2 recap	Year 1 – Set 3 sounds	Year 1 – Set 3 sounds continued	Year 1 – revision/ phonic sounds check	Year 1 – Phonic gaps
Reception – Communication and language Early Learning Goals	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. A language- rich environment is need to enhance and encourage the quality conversations children have with adults and peers through the day. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher					

Cawston Long Term Plan History and Geography

GEOGRAPHY and HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication	Culture	Conflict	Conflict	Conservation	Conservation
	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Literacy ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others					
Maths	<u>Year R</u> Getting to know you (2WKS- baseline) Match, Sort & Compare (2 WKS) Talk about measure and patterns (2 WKS) <u>Year 1</u> Place value (5 WKS) Addition and	<u>Year R</u> It's Me 1, 2, 3 (2 WKS) Circles and triangles (1 WK) 1, 2, 3, 4, 5 (2 WKS) Shapes with 4 sides (1 WKS) <u>Year 1</u> Addition and Subtraction	<u>Year R</u> Alive in 5 (2WKS) Mass & Capacity (1 WK) Growing 6, 7, 8 (2 WKS) Length, Height & Time (1 WK) <u>Year 1</u> Place value (3 WKS) Addition and	<u>Year R</u> Building 9 & 10 (3 WKS) Explore 3D shapes (2 WKS) <u>Year 1</u> Place value (2 WKS)	<u>Year R</u> To 20 & beyond (2 WKS) How many now? (1 WKS) Manipulate, compose & decompose (2 WKS) <u>Year 1</u>	<u>Year R</u> Sharing & grouping (2 WKS) Visualise, build & map (3 WKS) Make connections (1 WK) <u>Year 1</u> Place value (2 WKS)

Cawston Long Term Plan History and Geography

GEOGRAPHY and HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication	Culture	Conflict	Conflict	Conservation	Conservation
	Subtraction (5 WKS over Aut 1&2)	(5 WKS over Aut 1&2) Geometry: Shape (1WK) Consolidation	Subtraction (3 WKS)	Measurement: Length & Height (2 WKS) Measurement: Mass & Volume (2 WK)	Multiplication & Division (3 WKS) Fractions (2 WKS) Geometry: Position & Direction (1 WK)	Measurement: Money (1 WK) Measurement: Time (2 WKS) Consolidation
Reception – Mathematics Early Learning Goals	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes. Mathematics ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally					

Cawston Long Term Plan History and Geography

GEOGRAPHY and HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication	Culture	Conflict	Conflict	Conservation	Conservation
Science	Our Bodies (EYFS Unit)	Everyday materials part 2 (Year 1)	Weather and seasons (EYFS Unit)	Plants (EYFS Unit)	Insects and Invertebrates (EYFS Unit)	All about Animals (Year 1)
Theme	Mobile Mystery (History)	One Day Many Ways (Geography)	Beachcomber (Geography)	The Story of Pocahontas (History)	Skip pf the Dump (History)	Climate Detectives (Geography)
RE	The Bible: What does it say about God's Promises. Theology	Festivals: How do they celebrate the natural world? Social Sciences	Hindus: What do Hindu stories teach about life and the world? Theology	Choices: Do we need rules to live by? Philosophy	The World: How do different people explain how it started? Theology	Prayer: Is it possible to speak to God? Theology
Art	I am beautiful: Drawing and mixed media		Our space: Drawing and printing		Me myself and others: Clay sculptures	

Cawston Long Term Plan History and Geography

GEOGRAPHY and HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication	Culture	Conflict	Conflict	Conservation	Conservation
DT		Leavers and sliders: moving cards		Wheels and axels: Vehicles		Freestanding structures: Playgrounds
Computing Knowsley Year 2	E-safety Online Buddies Safe online communicating and behaviour. DL	E-safety Code a Story Using algorithms in Scratch. Conditional language, Loops debugging. CS	E-safety Presentations and Typing Creating PowerPoints, using presentation tools, typing skills IT	E-safety Introducing AI New unit DL	E-safety Making Games Scratch. Creating a Heroes and Villains game. CS	E-safety Story Land Story writing, illustrations and audio recording of the story. IT
PHSE	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Reception – Expressive arts and design ELG	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite					

Cawston Long Term Plan History and Geography

GEOGRAPHY and HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication	Culture	Conflict	Conflict	Conservation	Conservation
	musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Early Learning Goals Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music					
	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Personal, Social and Emotional Development ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.					

Cawston Long Term Plan History and Geography

GEOGRAPHY and HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication	Culture	Conflict	Conflict	Conservation	Conservation
	ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.					
Music	Start with singing: Learning through singing games	Singing together: How singing helps us work together.	Compose and create: record our ideas using a graphic score	Music and movement: Using symbols to represent pitch	Compose and create: Improvising with four notes	Singing for performance: Adding a simple vocal accompaniment
PE Real PE Power of PE	1x Real PE 1xhockey	1xReal PE 1xOAA	1xReal PE 1xGym	1xReal PE 1xDance	1xReal PE 1xNeatball	1xReal PE 1xAthletics