

All Saints Marsh Curriculum Overview

Geography Overview				
Year A:	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn	Seasons, understanding the world around us, positional language, learning about places through stories and pictures	Seasonal changes: <i>What types of weather would I see across seasons in the UK?</i>	Hot and cold areas and climate change: <i>How is climate change affecting the hot and cold regions of the world?</i>	The water cycle: <i>What effect does the water cycle have on our landscapes?</i>
Spring		Our local area study: <i>Can I use maps to describe my local area of My school and town – Newton Abbot</i>	Earthquakes and volcanoes: <i>What are the key aspects of the physical geography of volcanoes and earthquakes?</i> (hint refer to Moors and how they were formed over millions of years)	Compare cities human and physical features: <i>How similar/different are my local area, London (UK), (Europe) Rome, (Wider world) Mexico City (link to Myans)</i>
Summer		Continents and oceans: <i>What are the continents and oceans that make up our planet?</i>	Countries of our world: <i>What makes countries around the world, similar and different?</i>  Egypt and UK (land use- river comparison)	Climate zones and Biomes: <i>What are climate zones, biomes and vegetation belts and what part do they play within our world?</i>
Year B:	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn	Seasons, understanding the world around us, positional language, learning about places through stories and pictures	The United Kingdom: <i>What are the 4 countries that make up the United Kingdom?</i>	Countries, counties, and cities of the UK: <i>What are the main characteristics of each of the countries of the United Kingdom?</i>  Physical and Human Totnes castle- motte and bailey- saxon castle.	Areas of the world: <i>How does the location of Athens and Bristol (trade/ gate to the world in victorian times) affect those that live there?</i>
Spring		Our Local Area : <i>What human and physical features are in our local area? Teign Estuary / Marsh / Milber Downs</i>	Physical geography rivers and mountains: <i>What are the key aspects of the physical geography of rivers and mountains?</i>  River Teign, Lemon, moorland	Settlements and land use: <i>What is the impact of humans on the physical geography both locally, in Newton Abbott</i>  Transport, foundation of our town
Summer		Explore similarities and differences of areas of non-European countries: <i>What human and physical features do they have in common?</i>	Comparison of UK and feature global countries: <i>What are the similarities and differences of human and physical features across different countries?</i>	Natural resources and trade: <i>Where are natural resources located and why are they traded? Clay pits. Teignmouth port</i>

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		USA	UK and Italy (link to Roman Empire) countries	market town, clay pits,
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History Overview				
Year A:	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn	<p>ELG - Understanding the world Past and Present Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><i>Changes within living memory</i></p> <p><b>Toys and family tree. What were the toys like in my grandmother's day?</b></p>	<p><b>Changes in Britain from the Stone age to the Iron age.</b></p> <p>Local Iron age forts Berrys woods / Milber Downs</p>	<p>Victorian Britain (boats, bridges and wider engineering- cutting/s tunnels- impact on other areas. <b>Victorian Britain</b></p>
Spring		<p><i>The lives of significant individuals in the past who have contributed to national and international achievements -</i></p> <p><b>– transport over time, with a focus on Brunel</b></p> <p><b>Transport over time, with a focus on Brunel (train)</b></p>	<p><b>The Roman empire and its impact on Britain.</b></p> <p>- Milber Downs occupied by Romans</p>	<p><i>The study of Greek life and achievements and their influence on the western world –</i></p> <p><b>Ancient Greece- democracy</b></p>
Summer		<p><i>The lives of significant individuals in the past who have contributed to national and international achievements -</i></p> <p><b>Kings and Queens: Elizabeth 2 visit to Courtney Park</b></p> <p><b>QEII - Bandstand</b></p>	<p><i>The achievements of the earliest civilizations –</i></p> <p><b>Ancient Egypt</b> (rivers use/ estuary/ delta- comparison, settlement)</p>	<p><i>A local history study – WW2 D-Day</i></p> <p><i>A local history study -</i> <b>WW2 the Blitz and Evacuees</b> <b>Role of newton abbot in WW2.</b> <b>Bomb shelter in Courteney park – to protect railway workers.</b></p>
Year B:	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn		<p><i>Events beyond living memory that are significant nationally or globally -</i></p> <p><b>Local History Study</b> e.g Sir Francis Drake</p>	<p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>Totnes castle, Anglo Saxon settlement</p>	<p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 –</i> <b>Social History: Women's rights (1908) Emeline Pankhurst (link to end WW1 Saw women rights)</b></p>

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<b>Spring</b>		<p><i>Events beyond living memory that are significant nationally or globally</i></p> <p><b>The Great Fire of London.</b></p>	<p>The Viking struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p><i>The achievements of the earliest civilizations -</i></p> <p>Study of ancient civilisation e.g. Benin- Africa</p>
<b>Summer</b>		<p><i>The lives of significant individuals in the past who have contributed to national and international achievements -</i></p> <p><b>Key enquiry question:</b> How did Emily Davison and Rosa Parks' actions lead to change?</p>	<p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p><b>Tudors</b></p> <p><b>Buckland Abbey (link to Drake)</b></p>	<p><i>A non-European society that provides contrasts with British history – Early Islamic civilisation, including Baghdad c. AD 900</i></p> <p>House of wisdom- how we learn from others</p>

Science: Plymouth Science Team

Science Overview				
Year A:	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn 1		Everyday Materials	Plants – transportation/ functions	Earth and Space
Autumn 2		Seasonal Changes	Light and Shadow	Properties and changes to materials
Spring 1		Animals - classification	Rocks and fossils	Light
Spring 2		Human body - body parts	Forces and magnets	Forces
Summer 1		Plants – identify	Animals, including humans - muscular skeletal	Living things and their habitats
Summer 2		Plants and trees	Living things and their habitats	Animals, including humans
Year B:	EYFS	Year 1/2	Year 3/4	Year 5/6

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Autumn 1		Uses of Everyday Materials	States of matter	Living Things and their Habitats
Autumn 2		Humans – survival	States of matter	Electricity
Spring 1		Animals - survival	Living things and their habitats	Animals including Humans
Spring 2		Living things and their habitats	Animals, including humans	Properties and changes to materials
Summer 1		Plants – seeds and bulbs	Sound	Light
Summer 2		Plants - environment	Electricity	Evolution and inheritance

Art Overview				
Year A:	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn 1	ELG -	'Changing Seasons' For example with Yvonne Coomber <b>Seasons – link to geography</b> Can I create an observed drawing/painting showing the changing seasons?	'Travel Posters' For example with Becky Bettsworth <b>Illustrative Poster Art- travel poster</b> Can I create two travel posters inspired by a British and European town?	'Repeat Print Designs' For example with William Morris <b>Repeat designs based on a landscape</b> Can I create a repeat pattern inspired by different geographical regions in Britain?- <b>link to History Victorians</b>
Spring 1		'Nature Sculptures' For example with Andy Goldsworthy <b>Sculptures inspired by nature</b> Can I create sculptures inspired by natural objects found on our school grounds? (Forest school)	'The Human Form' For example with Giacometti <b>The human form - link to geography Roman Soldiers</b> Can I use wire and clay to create a sculpture of the human/animal form?	'Cubism' For example with Pablo Picasso <b>Cubism – link to science</b> Can I create a painting/drawing/sculpture of a human/animal inspired by the cubist movement?
Summer 1		'Natures Colours' For example with Kandinsky Can I create a painting inspired by nature's colours [in the style of Kandinsky's circles]?	'Abstract Landscapes' For example with Martin Bush <b>Abstract landscape painting</b> Can I create an abstract landscape using a range of natural and manmade materials?	'The Blitz' For example with L.S Lowry <b>WW2 Art – link to history</b> Can I create a drawing inspired by the Blitz?
Year B:	EYFS	Year 1/2	Year 3/4	Year 5/6

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Autumn 1		'Devon Seascapes' For example with Brian Pollard Devon seascapes - <a href="#">link to history- Drake</a> Can I create a landscape painting inspired by Devon's seas?	Landscapes inspired by industry. Water colour Amit Kapoor- Indian Artist	'Animals and charcoal' For example with Valerie Davide <b>Animals and charcoal</b> Can I draw animals using charcoal inspired by local artist Valerie Davide?
Spring 1		Collage Art' For example with Clover Robin <b>Collage art</b> <a href="#">Link to geography estuary</a>  Can I create a collage inspired by the British landscape?	'Clay sculptures' For example with Henry Moore <b>Clay sculptures</b> Can I create a clay sculpture of an animal inspired by Henry Moore?	Abstract Space' For example with Zoe Squires <b>Abstract Space</b> Can I create a painting inspired by space?
Summer 1		'Frottage Studies' For example with Max Ernst <b>Natural Frottage Studies</b> Can I create a repeat pattern collage inspired by rubbings of the natural landscape? Local area	'The world's rivers and lakes' For example with Claude Monet <b>The World's Rivers and Lakes</b> Can I paint our worlds rivers and lakes inspired by Claude Monet? <a href="#">-link to geography rivers previous term</a>	'Benin Art' Chose medium: of batik or print making' to represent Benin <a href="#">link to History of Benin</a> <b>Link to famous art work or artist</b>

Design Technology Overview				
Year A:	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn 1	ELG -	Mechanisms-Sliders and levers <b>For example Christmas cards Or toys</b>	Structures- Designing shell structures : <b>Animal habitats</b>	Food-Celebrating culture and seasonality: <b>E.g Christmas fair items</b>
Spring 1		Food-Preparing fruit and vegetables: <b>Picnic lunch for parents</b>	Electrical systems- simple circuits and and switches : <b>Making a torch for the reading den.</b>	Structures- Frame structures : <b>Bridges</b>
Summer 1		Textiles- Templates and joining techniques : <b>Bookmarks</b>	Food- Health and varied diet: <b>healthy snack bar for after sports</b>	Electrical systems- more complex switches and circuits : <b>Games</b>
Year B:	EYFS	Year 1/2	Year 3/4	Year 5/6

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<b>Autumn 1</b>		Food-Preparing fruit and vegetables <b>Smoothies</b>	Mechanical systems- Levers and linkages : <b>Story Book with moving part</b>	Textiles- Combining different fabric shapes incl. Computer aided design : <b>Christmas decorations for the Christmas Tree</b>
<b>Spring 1</b>		Mechanisms-Wheels and axles <b>Model car</b>	Textiles- 2D shape to 3D shape: <b>Pencil case</b>	Food-Celebrating culture and seasonality- <b>Interational Food Festival Lent / Mardi Gras</b>
<b>Summer 1</b>		Structures-Freestanding structures : <b>Playground equipment</b>	Food- Health and varied diet : <b>Balanced Meal</b>	Mechanical systems-Pulleys or gears : <b>Games for the Summer fair</b>

<b>PE Overview</b>				
	<b>EYFS</b>	<b>Year 1/2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
<b>Autumn 1</b>	Invasion Games	Invasion Games	Invasion Games Residential	Invasion Games Residential
<b>Autumn 2</b>	Gymnastics	Gymnastics	Gymnastics	Gymnastics
<b>Spring 1</b>	Dance	Dance	Dance	Dance
<b>Spring 2</b>	Net and Wall	Net and Wall	Net and Wall	Net and Wall
<b>Summer 1</b>	Striking and fielding	Striking and fielding	Striking and fielding	Striking and fielding Swimming
<b>Summer 2</b>	Athletics	Athletics	Athletics	Athletics

- One KS2 unit to be replaced by swimming – will be dependent on local context

<b>RE Overview</b>							
Year A:	<b>EYFS</b>	<b>Year 1/2</b>		<b>Year 3/4</b>		<b>Year 5/6</b>	

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<b>Autumn 1</b>	F4 Being special: Where do we belong? Christianity, Hinduism and Islam.	1.10 What does it mean to belong to a faith community? Christianity		L2.1 What do Christians learn from the Creation Story? Christianity		U2.1 What does it mean if Christians believe God is holy and loving? Christianity	
<b>Autumn 2</b>	F2 Incarnation: Why is Christmas special for Christians? Christianity	1.3 Why does Christmas matter to Christians? Christianity		L2.2 What is it like for someone to follow God? Christianity		U2.3 Why do Christians believe Jesus was the Messiah? Christianity	
<b>Spring 1</b>	F1 Why is the word God so important to Christians? Christianity	Who is Jewish and how do they live? Judaism		L2.9 How do festivals and worship show what matters to a muslim? Islam		U2.8 What does it mean to be a Muslim in Britain today? Islam	
<b>Spring 2</b>	F3 Salvation: Why is Easter special to Christians? Christianity			L2.10 How do festivals and family life show what matters to a Jewish person? Judaism		U2.9 Why is the Torah so important to Jewish people? Judaism	
<b>Summer 1</b>	F5 What places are special and why? Christianity, Islam, Judaism and Hinduism	1.2 Who do Christians say made the world? Christianity		L2.4 What kind of world did Jesus want? Christianity		U2.4 Christians and how to live: 'What would Jesus do?' Christianity	

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<b>Summer 2</b>	F6: What times/stories are special and why?  Christianity, Islam and Judaism.	1.9 How should we care for the world and for others, and why does it matter?  Christianity, Judaism, non-religious		L2.12 How and why do people try to make the world a better place?  Christianity, Judaism, Islam, non-religious		U2.10 What matters most to Humanists and Christians?  Christianity, Humanism	
Year B:	<b>EYFS</b>		<b>Year 1/2</b>		<b>Year 3/4</b>		<b>Year 5/6</b>
<b>Autumn 1</b>	F4 Being special: Where do we belong? Christianity, Hinduism and Islam.		1.6 Who is a Muslim and how do they live? (Part 1) Islam		L 2.7 What do Hindus believe God is like? Hinduism		U2.2 Creation and Science: conflicting or complementary? Christianity
<b>Autumn 2</b>	F2 Incarnation: Why is Christmas special for Christians? Christianity		1.6 Who is a Muslim and how do they live? (Part 2)  Islam		L 2.8 What does it mean to be Hindu in Britain today?  Hinduism		U2.11 Why do some people believe in God and some people not?  Christianity, non-religious
<b>Spring 1</b>	F1 Why is the word God so important to Christians? Christianity		1.1 What do Christians believe God is like? Christianity		L 2.3 What is the 'Trinity' and why is it important for Christians? Christianity		U2.7 Why do Hindus want to be good? Hinduism
<b>Spring 2</b>	F3 Salvation: Why is Easter special to Christians? Christianity		1.5 Salvation: Why does Easter matter to Christians?  Christianity		L2.5 Why do Christians call the day Jesus dies Good Friday?  Christianity		U2.5 What do Christians believe Jesus did to 'save' people?  Christianity



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<b>Summer 1</b>	F5 What places are special and why? Christianity, Islam, Judaism and Hinduism		1.4 Gospel: What is the good news Jesus brings? Christianity		L2.6 For Christians, when Jesus left, what was the impact of Pentecost? Christianity		U2.6 For Christians, what kind of King is Jesus? Christianity
<b>Summer 2</b>	F6: What times/stories are special and why?  Christianity, Islam and Judaism.		1.8 What makes some places sacred to believers?  Christianity/Islam		L2.11 How and why do people mark significant life events?  Christianity, Hinduism, non-religious		U2.12 How does faith help people when life gets hard?  Worldviews

<b>Overview Computing – Mixed Year groups</b>							
<b>Teach Computing</b>	<b>EYFS</b>	<b>Year 1 / 2 (A)</b>	<b>Year 1 / 2/ (B)</b>	<b>Year 3 / 4 (A)</b>	<b>Year 3 / 4 (B)</b>	<b>Year 5 / 6 (A)</b>	<b>Year 5 / 6</b>
<b>Autumn</b>		Computing Systems and Network - Technology around us	Computing Systems and Network - IT around us	Computing systems and network – connecting computers	Computing Systems and Network - The Internet	Computing systems	Computing Systems and Network - Communication and collaboration
		Creating Media - Digital painting	Creating Media - Digital Photography	Creating Media - Stop Frame Animation	Creating Media - Audio Production	Creating Media - Video production	Creating Media - Web page creation

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<b>Spring</b>							
		Programming A - Moving a robot	Programming A - Robot Algorithms	Programming A - Sequencing Sounds	Programming A - Repetition in Shapes	Programming A - Selection in Physical computing	Programming A - Variables in games
		Data and Information - Grouping data	Data and Information - Pictograms	Data and information - Branching Databases	Data and information - Data Logging	Data and information - Flat-file Databases	Data and information - Spreadsheets
<b>Summer</b>	Exploring Technology around us	Creating Media - Digital writing	Creating Media - Digital Music	Creating Media - Desktop Publishing	Creating Media - Photo Editing	Creating Media - Introduction to vector graphics	Creating media - 3D modelling
		Programming B - Animations	Programming B - Quizzes	Programming B - Events and actions in programs	Programming B - Repetition in games	Programming B - Selection in Quizzes	Programming B - Sensing Movement

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	Rec (A)	Rec (B)	Year 1 / 2 (A)	Year 1 / 2 (B)	Year 3 / 4 (A)	Year 3 / 4 (B)	Year 5 / 6 (A)	Year 5 / 6 (B)
<b>Autumn 1</b>	Caring Friendships	Caring Friendships	Families and Friendships  Safe Relationships	Respecting Ourselves and Others	Respecting Ourselves and Others  Friends and Families	Respecting Others and Ourselves  Families and Friendships	Respecting Others and Ourselves  Families and Friendships	Keeping Safe
<b>Autumn 2</b>	Caring Friendships	Caring Friendships	Relationships - Making Friends, Feeling Lonely, Getting Help  Safe Relationships	Respecting Ourselves and Others	Respecting Ourselves and Others  Families and Friendships	Celebrating Difference Across the World	Celebrating Difference Across the World	Safe Relationships
<b>Spring 1</b>	Being Kind	Being Kind	Living in the Wider World	Media Literacy and Digital Resilience  Money and Work Strengths and Interests	Belonging to A Community	Living in the Wider World	Living in the Wider World	Safety with Online Communities
<b>Spring 2</b>	Being Kind	Being Kind	Belonging to Our Community	Media Literacy and	Belonging to A Community	Belonging to a Community	Belonging to a Community	Media Literacy and Digital Resilience

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				Digital Resilience				
				Money and Work				
<b>Summer 1</b>	Families	Families	Physical Health and Mental Well Being  Keeping Healthy, Food and Exercise, Hygiene Routines and Sun Safety	Growing and Changing  Recognising What Makes Us Unique and Special  Keeping Safe	Physical Health and Mental Well Being	Economic Well being, Aspirations, Work and Career	Economic Well being, Aspirations, Work and Career	Health and WellBeing, Body Image, Sleep, Emergency First Aid
<b>Summer 2</b>	Families	Families	Physical Health and Mental Well Being	Keeping Safe  Changing and Growing	Physical Health and Mental Well Being	Understanding That Everyone is Unique and Special	Understanding That Everyone is Unique and Special	Growing & Changing

<b>MFL Overview</b>		
<b>Year A:</b>	<b>Year 3/4</b>	<b>Year 5/6</b>

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Autumn 1	Phonics lesson 1 & 2 (C) I'm Learning Fr/ Sp/ It	Phonics lesson 1 & 2 Fruit
Autumn 2	Animals	Vegetables
Spring 1	I Can	Phonics lesson 3 & 4 The Date
Spring 2	Fruits	Family
Summer 1	Presenting Myself	Clothes
Summer 2	Family	At School
<b>Year B:</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
Autumn 1 Autumn 2	Phonics lesson 1 & 2 Shapes  Musical Instruments	Weather  My Home
Spring 1 Spring 2	Vegetables  Ancient Britain	Planets  At the Weekend
Summer 1 Summer 2	In Class  Do you have a pet?	Regular Verbs or Healthy Living  Me in the World

Music Overview				
Year A:	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn 1		<b>Unit:</b> Hey You! <b>Style:</b> Old-School Hip Hop	Unit Mamma Mia	Unit Livin' On a Prayer

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	Learn to sing nursery rhymes and action songs.	Make up (compose) your own rap How pulse, rhythm and pitch work together.	Style Pop ABBA's music	Style Rock Rock Anthems
Autumn 2	Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.  Playing instruments within the song Improvisation using voices and instruments	Unit: Rhythm In The Way We Walk and Banana Rap Style: Reggae, Hip Hop Action songs that link to the foundations of music Pulse, rhythm and pitch, rapping, dancing and singing.	Unit Glockenspiel 2  Style Mixed styles  Exploring and developing playing skills using the glockenspiel	Unit Classroom Jazz 1  Style Bossa Nova and Swing  Jazz and Improvisation
Spring 1		<b>Unit:</b> In The Groove <b>Style:</b> Blues, Latin, Folk, Funk, Baroque, Bhangra Latin American style of music - Countries from around the world How to be in the groove with different styles of music.	Unit Stop!  Style Grime  Writing lyrics linked to a theme	Unit Make You Feel My Love  Style Pop Ballads
Spring 2		<b>Unit:</b> Round And Round <b>Style:</b> Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion. Pulse, rhythm and pitch in different styles of music.	Unit Lean On Me  Style Gospel  Soul/Gospel music and helping one another	Unit The Fresh Prince of Bel-Air  Style Old School Hip-Hop
Summer 1		<b>Unit:</b> Your Imagination <b>Style:</b> Pop Using your imagination.	Unit Blackbird  Style The Beatles/Pop	Unit Happy  Style

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			The Beatles, equality and civil rights	Pop / Neo Soul
Summer 2		<b>Unit:</b> Reflect, Rewind and Replay <b>Style:</b> Western Classical Music and your choice from Year 1 The history of music, look back and consolidate your learning, learn some of the language of music	Unit Reflect, Rewind & Replay  Style Classical  The history of music, look back and consolidate your learning, learn some of the language of music	Unit Classroom Jazz 2  Style Bacharach and Blues  Jazz, improvisation and composition
Year B:	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn 1	Learn to sing nursery rhymes and action songs.   Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.	<b>Unit:</b> Hands, Feet, Heart <b>Style:</b> South African styles <b>Topic and cross-curricular links:</b> South African music and Freedom Songs. South African music	<b>Unit:</b> Let Your Spirit Fly  <b>Style:</b> R&B, Western Classical, Musicals, Motown, Soul RnB and other styles	Unit Dancing in the Street  Style Motown
Autumn 2	Playing instruments within the song Improvisation using voices and instruments	<b>Unit:</b> Ho Ho Ho <b>Style:</b> Christmas, Big Band, Motown, Elvis, Freedom Songs Festivals and Christmas	<b>Unit:</b> Glockenspiel Stage 1 <b>Style:</b> Learning basic instrumental skills by playing tunes in varying styles Exploring & developing playing skills	Unit Reflect, Rewind & Replay  Style Classical  The history of music, look back and consolidate your learning, learn some of the language of music
Spring 1		<b>Unit:</b> I Wanna Play In A Band <b>Style:</b> Rock	<b>Unit:</b> Three Little Birds <b>Style:</b> Reggae	Unit A New Year Carol

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		<p><b>Topic and cross-curricular links:</b> Teamwork, working together. The Beatles. Historical context of musical styles. Playing together in a band</p>	<p>Reggae and animals</p>	<p>Style Classical or Urban Gospel</p> <p>Benjamin Britten's music and cover versions</p>
<p>Spring 2</p>		<p><b>Unit:</b> Zootime <b>Style:</b> Reggae <b>Topic and cross-curricular links:</b> Animals, poetry and the historical context of musical styles. Reggae and animals</p>	<p><b>Unit:</b> The Dragon Song <b>Style:</b> A little bit funky and music from around the world. Music from around the world, celebrating our differences and being kind to one another</p>	<p>Unit You've Got A Friend</p> <p>Style 70s Ballad/Pop</p> <p>The music of Carole King</p>
<p>Summer 1</p>		<p><b>Unit:</b> Friendship Song</p> <p>A song about being friends</p>	<p><b>Unit:</b> Bringing Us Together <b>Style:</b> Disco Disco, friendship, hope and unity</p>	<p>Unit Music and Me</p> <p>Style Create your own music inspired by your identity and women in the music industry</p>
<p>Summer 2</p>		<p><b>Unit:</b> Reflect, Rewind and Replay</p> <p><b>Style:</b> Western Classical Music and your choice from Year 2</p> <p>Reflect, Rewind &amp; Replay Classical</p>	<p><b>Unit:</b> Reflect, Rewind and Replay <b>Style:</b> Western Classical Music and your choice from Year 3 The history of music, look back and consolidate your learning, learn some of the language of music</p>	<p>Unit Reflect, Rewind &amp; Replay</p> <p>Style classical</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music</p>



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		The history of music, look back and consolidate your learning, learn some of the language of music		
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