



# Edmondsley Primary School

## Curriculum Map Year 1



Autumn		Spring		Summer		
<b>Spelling</b>	<p><b>Week 1</b> – nk ck  <b>Week 2</b> –s, zz  <b>Week 3</b> – ff, ll,  <b>Week 4</b> – ng, nk  <b>Week 5</b> – ai, ay  <b>Week 6</b> – oi, oy</p>	<p><b>Week 7</b> – ea (i), e_e  <b>Week 8</b> –ea (e)  <b>Week 9</b> – nk  <b>Week 10</b> –er  <b>Week 11</b> – ur, ir  <b>Week 12</b> – oo (u) and oo (/v/)</p>	<p><b>Week 13</b> – oa, oe  <b>Week 14</b> – o_e  <b>Week 15</b> – ow, ew  <b>Week 16</b> - ie, i_e  <b>Week 17</b> – a_e  <b>Week 18</b> – igh</p>	<p><b>Week 19</b> – words ending in y as i  <b>Week 20</b> – u_e  <b>Week 21</b> – ph, wh  <b>Week 22</b> – ai, ay, a_e (repeat).  <b>Week 23</b> – air  <b>Week 24</b> - ear</p>	<p><b>Week 25</b> – ear, are  <b>Week 26</b> – ve  <b>Week 27</b> – or, ore  <b>Week 28</b> – aw, au  <b>Week 29</b> – plurals s and es  <b>Week 30</b> – tch</p>	<p><b>Week 31</b> – compound words  <b>Week 32</b> – ing, ed to verbs, no change  <b>Week 33</b> – er to verbs, no change  <b>Week 34</b> - est, er, to adjectives, no change  <b>Week 35</b> – prefix - un  <b>Week 36</b> – k</p>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Reads simple sentences</li> <li>• Responds with the correct sounds to known graphemes</li> <li>• Blends sounds aloud when attempting to read new words</li> <li>• Re-reads books to develop confidence</li> <li>• Uses picture clues to help when reading simple texts</li> <li>• Listens to stories, poems and non-fiction and makes links to own experiences</li> <li>• Demonstrates understanding when talking with others about what they have read</li> <li>• Retells key stories, fairy stories and traditional tales through role play</li> <li>• Answers questions about stories read</li> <li>• Identifies features of books, e.g. title</li> <li>• Recognises predictable phrases</li> <li>• Listens to simple rhymes and poems and joins in with others when reciting them</li> </ul>		<ul style="list-style-type: none"> <li>• Reads simple sentences with some fluency</li> <li>• Responds speedily with the correct sound to known graphemes</li> <li>• Applies phonic knowledge to decode words</li> <li>• Blends sounds in unfamiliar words containing known GPC, when reading</li> <li>• Reads known CEW</li> <li>• Begins to read words containing known GPS and -s,-es, -ing, -ed, -er and -est endings</li> <li>• Reads words of more than one syllable that contain known GPCs on occasions</li> <li>• Begins to read words with contractions</li> <li>• Re-reads books to develop confidence and fluency</li> <li>• Uses pictures to read and understand the text</li> <li>• Listens to and discusses poems, stories and non-fiction, making links to own experiences and offering opinions about them</li> <li>• Talks about books, using own knowledge and information provided by the teacher</li> <li>• Retells key stories, fairy stories and traditional tales orally in simple sentences</li> <li>• Joins in with predictable phrases</li> <li>• Begins to make simple inferences (from pictures, objects, stories)</li> <li>• Talks about the meaning of unfamiliar words</li> <li>• Learns to appreciate simple rhymes and recites these by heart</li> <li>• Begins to distinguish between fact and fiction</li> <li>• Notices when reading does not make sense</li> <li>• Shows an understanding of what has been read, drawing on own knowledge or information provided by the teacher</li> </ul>		<ul style="list-style-type: none"> <li>• Reads aloud books that are consistent with developing phonic knowledge</li> <li>• Responds speedily with the correct sound to graphemes for all 40+ phonemes including alternative sounds for graphemes</li> <li>• Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• Reads CEW with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word</li> <li>• Reads words containing known GPS and -s,-es, -ing, -ed, -er and -est endings</li> <li>• Reads words of more than one syllable that contain known GPCs</li> <li>• Reads words with contractions</li> <li>• Begins to take account of punctuation when reading</li> <li>• Begins to use context clues to help reading for meaning</li> <li>• Re-reads books to develop confidence, fluency and expression</li> <li>• Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which can be read independently</li> <li>• Links what they hear or read to their own experiences</li> <li>• Retells stories they have read, heard and discussed using appropriate vocabulary</li> <li>• Talks about what is read to them, taking turns and listening to others. Expresses opinions.</li> <li>• Explains understanding of what they have read</li> <li>• Talks about particular characteristics of different types of stories</li> </ul>	





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<b>Grammar</b>				Singular and Plurals Identifying questions Writing questions Writing simple sentences correctly punctuated. Past tense	Identifying full sentences And as a conjunction Sequencing sentences	Simple adjectives for description Use of coordinating conjunctions (and, or, but) Sequencing sentences
<b>Punctuation</b>				Matching lower cases with capital letters Capital letters	Using exclamation marks Capital letters for proper nouns and I	Use of question marks Use of exclamation marks Capital letters Full stops Apostrophes for contractions
<b>Vocabulary</b>				Prefixes - un Adding s	Superlatives Prefixes - un Adding s	Superlatives Adding s and es Suffixes ing, ed, er Matching singular to plural forms
<b>Writing Process</b>	<ul style="list-style-type: none"> <li>Sequences short narratives orally and pictorially</li> <li>Says out loud what is going to be written</li> </ul>		<ul style="list-style-type: none"> <li>Begins to write short narratives based on their own or story experiences</li> <li>Includes a simple beginning, middle and end in writing</li> <li>Discusses what they have written with the teacher or other pupils</li> </ul>		<ul style="list-style-type: none"> <li>Writes short narratives based on real and fictional experiences</li> <li>Uses a simple plan (e.g. storyboard, flowchart)</li> <li>Re-reads what has been written to check it makes sense</li> <li>Makes simple changes to writing where suggested</li> <li>Reads aloud own writing clearly enough to be heard by peers and the teacher</li> </ul>	
<b>Genre</b>	<p>Stories with predicable phrasing <a href="#">Linked to my life, my world</a></p> <p>Recounts <a href="#">Linked to my life, my world</a></p> <p>Narrative; Take One Book – One week whole school focus</p>	<p>Poetry – rhyming couplets <a href="#">Linked to on the move</a></p> <p>Labels, lists and captions <a href="#">Linked to on the move</a></p> <p>Letters – The Jolly Christmas Postman <a href="#">Linked to on the move</a></p>	<p>Reports <a href="#">Linked to arctic adventures</a></p> <p>Explanations <a href="#">Linked to arctic adventures</a></p> <p>Poetry – vocabulary building <a href="#">Linked to arctic adventures</a></p>	<p>Traditional Australian legends <a href="#">Linked to kangaroos and digeridoos</a></p> <p>Poetry – take one poet – famous Australian poets <a href="#">Linked to kangaroos and digeridoos</a></p>	<p>Traditional tales and characters <a href="#">Linked to famous folk</a></p> <p>Fact files – Walt Disney and his characters <a href="#">Linked to famous folk</a></p>	<p>Poetry – vocabulary building <a href="#">Linked to what a wonderful world</a></p> <p>Stories of own experiences – holidays away <a href="#">Linked to what a wonderful world</a></p> <p>Instructions <a href="#">Linked to what a wonderful world</a></p>





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<b>Maths</b>	Number and place value	Number and place value	Number and place value	Number and place value	Number and place value	Number and place value
	Mental addition and subtraction	Mental addition and subtraction	Mental addition and subtraction	Mental multiplication and division	Mental addition and subtraction	Mental multiplication and division
	Problem solving, reasoning and algebra	Problem solving, reasoning and algebra	Problem solving, reasoning and algebra	Fractions, ratio and proportion	Problem solving, reasoning and algebra	Problem solving, reasoning and algebra
	Mental multiplication and division	Geometry: position and direction	Mental multiplication and division	Mental addition and subtraction	Measurement	Fractions, ratio and proportion
	Geometry: properties of shapes	Measurement	Geometry: properties of shapes	Problem solving, reasoning and algebra	Statistics	Measurement
	Statistics	Mental multiplication and division	Statistics	Measurement	Mental multiplication and division	Statistics
			Measurement		Fractions, ratio and proportion	Geometry: properties of shapes
						Mental addition and subtraction
<b>Computing</b>	<b>Lego Builders</b>	<b>Programming Shape</b>	<b>System Operators</b>	<b>Virtual Trucking</b>	<b>Internet Explorers</b>	<b>Simulators and Me</b>
	<ul style="list-style-type: none"> <li>Know that computers need precise instructions</li> <li>Know that computers have no intelligence and that computers can do nothing unless a program is run.</li> </ul>	<ul style="list-style-type: none"> <li>Show care &amp; precision to avoid errors</li> <li>Know that users can write their own programs.</li> <li>Create a simple program.</li> <li>Run, check and change programs.</li> </ul>	<ul style="list-style-type: none"> <li>Know that computers need precise instructions.</li> <li>Know that computers have no intelligence and that computers can do nothing unless a program is run.</li> </ul>	<ul style="list-style-type: none"> <li>Know that all software executed on digital devices is programmed.</li> <li>Know that computers need precise instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Find content from the world wide web using a web browser</li> <li>Know that people interact with computers</li> </ul>	<ul style="list-style-type: none"> <li>Understand that people interact with computers.</li> <li>Know that digital content can be represented in many forms</li> </ul>





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<p style="text-align: center;"><b>Science</b></p>	<p><b>The Human Body, Ourselves</b></p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>Understand that people change as they get older but often retain recognisable features.</li> <li>Recognise the ways people change over time, use key scientific words to discuss these.</li> <li>Observe photographs, identify changes and use these to suggest answers to questions.</li> <li>Recognise &amp; use the vocabulary: compare, describe, similar, different, baby, adult, changes, growing.</li> </ul>	<p><b>Identify and investigate materials</b></p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>	<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>Understand the importance of personal hygiene</li> <li>Prepare healthy meals (fruit-linked to D/T)</li> <li>Explore the importance and effects of exercise</li> <li>Understand the importance of washing and brushing teeth</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<p><b>Comparing Materials</b></p> <ul style="list-style-type: none"> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group together a variety of everyday materials based on their simple physical properties.</li> </ul>
<p style="text-align: center;"><b>PSHCE</b></p>	<p><b>New Beginnings</b></p> <ul style="list-style-type: none"> <li>I know that I belong to Edmondsley Primary School.</li> <li>I can help to make my class a good place to learn.</li> <li>I can join in with other children playing a game.</li> <li>I can tell you how I am the same as and different from my friends.</li> <li>I know some ways to calm myself down when I feel scared or upset.</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>I can tell when I feel loved and cared for.</li> <li>I understand that if someone leaves me, they still love me.</li> <li>I can tell you how it feels when things are unfair.</li> <li>I can tell if other people are sad or upset.</li> <li>I know how to feel sorry and how to forgive.</li> <li>I can tell who is important in my life.</li> </ul>	<p><b>Going for goals</b></p> <ul style="list-style-type: none"> <li>I know that we are all good at different things.</li> <li>I can tell you what I want to improve and set a realistic goal.</li> <li>I can tell you what I have to do to achieve my goal.</li> <li>I can work towards my goal without being distracted.</li> <li>I can choose between my ideas and give reasons.</li> <li>I can choose between my ideas and give reasons.</li> </ul>	<p><b>Good to be me</b></p> <ul style="list-style-type: none"> <li>I can tell you about my gifts and talents.</li> <li>I can tell you things I am proud of.</li> <li>I can use words to describe when I am worried.</li> <li>I know what makes me feel relaxed and what makes me feel worried.</li> <li>I can tell when it is right to stand up for myself.</li> <li>I can choose the best ways to behave towards people.</li> </ul>	<p><b>Getting on and falling out</b></p> <ul style="list-style-type: none"> <li>To be able to give and receive compliments</li> <li>To think of lots of ways to give 'Friendship Tokens'.</li> <li>To think of lots of ways to give 'Friendship Tokens'.</li> <li>To understand how to be a good friend.</li> <li>To understand that sharing is I important in friendship</li> </ul>	<p><b>Changes</b></p> <ul style="list-style-type: none"> <li>I can tell you some things about me that have changed and some things that will never change.</li> <li>I understand that change can sometimes be exciting and sometimes scary.</li> <li>I can tell you what changes make others in my class feel excited or scared.</li> <li>I know some ways to calm down when I feel scared or uncomfortable with change.</li> <li>I can tell you about a plan I have made to change something about my behaviour.</li> <li>I can tell you what I am looking forward to in Year 2.</li> </ul>





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OVERARCHING TOPIC	My life, my world	On the Move	Arctic Adventures	Kangaroos and Digeridoos	Famous folk	What a Wonderful World
Writing across the curriculum	<p>Geography - Explanation - Write a description of my house.</p> <p>History - Create a fact file about a grandparent/older relative.</p>	<p>History - Compare transport in the past to transport now.</p> <p>Geography - Write instructions of a local recipe.</p>	<p>RE - Retell the story of Noah.</p> <p>Geography - Write a diary pretending that you are Shackleton/Scott.</p>	<p>DT - Explain your patterns and colours you used for you boomerang and how people could use it.</p> <p>Geography - Compare and contrast Australia and England.</p>	<p>Geography - List the places a famous explorer visited.</p> <p>History - Create a fact file about a famous person.</p>	<p>Geography - Describe how the seasons are different and similar.</p> <p>DT - Write instructions on how to create a bridge.</p>
History	<p>To ask and answer the question 'Who was here before me?'</p> <p>To ask and answer the question 'Who/ what made my corner of the world special long ago?'</p> <p>Develop the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my ... were younger, years, decades, centuries</p>	<p>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Discuss change and continuity in an aspect of life,</p> <p>Recognise what happened as a result of people's actions or events</p>	<p>Begin to use dates</p> <p>Ask and begin to answer questions about events e.g. When? What happened? What was it like? Why? Who was involved?</p> <p>Recognise why people did things</p>	<p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</p> <p>Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</p>	<p>Discuss and explore events beyond living memory that are significant nationally and globally</p> <p>Investigate the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Communicate understanding of the past in a variety of ways</p>	<p>Choose and use parts of stories and other sources to show understanding of events</p> <p>Recognise why some events happened</p>
Geography	<p>Use world maps to identify the UK in its position in the world</p> <p>Use a simple picture map to move around the school</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>Use maps to locate the four countries and capital cities of UK and its surrounding seas</p> <p>Draw basic maps, including appropriate symbols and pictures to represent places or features</p> <p>Use photographs and maps to identify features</p>	<p>Use directional language such as near and far, up and down, left and right, forwards and backwards</p> <p>Use relative vocabulary such as bigger, smaller, like, dislike</p> <p>Identify and discuss seasonal and daily weather patterns in the United Kingdom and the location of cold areas</p>	<p>Identify key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country</p>	<p>Identify and discuss key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot areas of the world in relation to the Equator.</p> <p>Identify and discuss key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>







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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Design and Technology</b></p>	<p><b>Photoframes</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing</p> <p>Assemble, join and combine materials and components</p> <p>Use simple fixing materials e.g. temporary - paper clips tape and permanent - glue, staples</p>	<p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Use appropriate equipment to weigh and measure ingredients</p> <p>Prepare simple dishes safely and hygienically, without using a heat sources</p> <p>Name and sort foods into the five groups of the 'eat well' plate</p> <p>Know where food comes from</p>	<p>Select from a range of tools and equipment explaining their choices</p> <p>Select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic</p>	<p>Generate own ideas for design by drawing on own experiences or from reading</p> <p>Use finishing techniques, including those from art and design</p> <p>Investigate - what products are, who they are for, how they are made and what materials are used</p>	<p>State the purpose of the design and the intended user</p> <p>Measure, mark out, cut out and shape materials and components</p>	<p><b>Bridges</b> Talk about their design ideas and what they are making</p> <p>Make simple judgements about their products and ideas against design criteria</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Art and Design</b></p>	<p>Use a range of materials creatively to design and make products</p> <p>Develop controlled printing against outline /within cut out shapes</p> <p>Develop understanding of 2D and 3D in terms of artwork</p>	<p>Begin to collect ideas in sketchbooks</p> <p>Work with different materials</p> <p>Develop collages, based on a simple drawing, using papers and materials</p>	<p>Begin to collect ideas in sketchbooks</p> <p>Create washes to form backgrounds</p> <p>Recognise warm and cold colours</p> <p>Weave with wool</p>	<p>Hold a large paint brush correctly</p> <p>Make marks using paint with a variety of tools</p> <p>Recognise and name primary and secondary colours</p> <p>Mix primary colours to make secondary colours</p>	<p>Begin to collect ideas in sketchbooks</p> <p>Look at sculptures by known artists and natural objects as starting points for own work</p> <p>Begin to form own 3D pieces in sculpture</p>	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Work from observation and known objects</p> <p>Begin to control lines to create simple drawings from observations</p> <p>Investigate a range of different materials and experiment with how they can be connected together to form simple structures</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>RE</b></p>	<p>What is harvest? Discussion of traditions, celebrations and festivals</p>	<p>How and why do Christians care for each other?</p> <p>Is giving or receiving more important at Christmas?</p>	<p>Who was Noah and what does his story teach us?</p>	<p>What does it mean to belong to Christianity? What is Easter and why is it important to Christians?</p>	<p>How do Jewish people express their beliefs and practices?</p>	<p>What is the Torah and why is it important to Jewish people?</p>





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<b>Physical Education</b>	<p><b><u>Gymnastics</u></b> Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</p> <p>Teach sequence to a partner and perform together</p> <p>Explore the 5 basic shapes: straight/tucked/star/straddle/pike</p> <p>Balance in these shapes on large body parts: back, front, side, bottom</p> <p><b><u>Games (partner and small group)</u></b> Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</p> <p>Work co-operatively in teams</p>	<p><b><u>Gymnastics</u></b> Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p> <p>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</p> <p>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p> <p><b><u>Dance</u></b> Develop control of movement using: Actions (WHAT) - travel, stretch, twist, turn, jump Space (WHERE) - forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) - on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) - slowly, quickly, with appropriate expression</p>	<p><b><u>Games (inventing games)</u></b> Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</p> <p>Work co-operatively in teams</p> <p><b><u>Dance</u></b> Copy some moves Develop control of movement using: Actions (WHAT) - travel, stretch, twist, turn, jump Space (WHERE) - forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) - on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) - slowly, quickly, with appropriate expression</p>	<p><b><u>Games</u></b> Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</p> <p>Work co-operatively in teams</p> <p><b><u>Gymnastics</u></b> Begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>Monkey walk (bent legs and extended arms)</p> <p>Caterpillar walk (hips raised so legs as well as arms can be fully extended.)</p> <p>Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</p> <p>Bunny hop (transfer weight to hands)</p>	<p><b><u>Outdoor adventure activities</u></b> Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom</p> <p>Use simple maps and diagrams to follow a trail</p> <p>Begin to work co-operatively with others Plan and share ideas</p> <p><b><u>Dance</u></b> Move spontaneously showing some control and co-ordination Move with confidence when walking, hopping, jumping, landing Move with rhythm in the above actions Demonstrate good balance Move in time with music Co-ordinate arm and leg actions (e.g. march and clap) Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</p>	<p><b><u>Games (large group games)</u></b> Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</p> <p>Work co-operatively in teams</p> <p><b><u>Athletics</u></b> Throw into targets Perform a range of throwing actions e.g. rolling, underarm, overarm</p> <p>Describe different ways of throwing Explain what is successful or how to improve</p>
	<b>Music</b>	<p>Play tuned and untuned instruments musically</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music around the world</p>	<p>Play tuned and untuned instruments musically</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music around the world</p>	<p>Play tuned and untuned instruments musically</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>

