



Brede Primary School

MUSIC CURRICULUM

Intent Statement:

At Brede Primary School, our music curriculum, based on the Get Set 4 Education scheme, is designed to provide a rich and immersive musical experience for all our students. The curriculum is carefully sequenced, ensuring a progressive development of skills and knowledge in line with the National Curriculum requirements. We aim to foster a lifelong love for music by integrating creativity, exploration, and enjoyment in every lesson.

By linking music with a range of subjects taught throughout the year, we offer a cross-curricular approach that enriches students' learning experiences and allows them to see the connections between music and the wider world. This approach encourages collaborative learning and enhances their understanding in both music and other areas of the curriculum.

Our scheme is structured to support skill progression, beginning with foundational concepts and advancing to more complex ideas, ensuring every child develops both practical and theoretical musical knowledge. Through hands-on activities such as singing, composing, listening, and performing, children are empowered to become confident musicians and creative thinkers. Our curriculum is designed to inspire and motivate all learners, cultivating a sense of achievement and joy through music, as well as encouraging collaborative learning within the school community.



Get Set 4
Education

National Curriculum Aims:

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Age Related Statutory Coverage:

EYFS

Expressive Arts and Design

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.

Key Stage One Learning

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage Two

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music

<ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music 		<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music
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EYFS		
	Skills	Knowledge
Composing	<p>Improvisation: explore and create sounds using voice, body percussion, instruments and found sounds. Explore how sounds can be changed from loud to quiet, fast to slow and high to low.</p> <p>Notation: introduced to symbols and images to order and convey sound.</p> <p>Creative process: create new verses, words and actions to a song and create sequences of sounds in response to a given stimulus.</p>	<p>Improvisation: know that different instruments make different sounds which can show different characters or situations.</p> <p>Notation: know that I can order images to create sounds.</p> <p>Creative process: understanding the words of a song will help me to decide on actions or sounds.</p>
Performing	<p>Technical control: distinguish between singing and speaking. Copy simple rhythm patterns using instruments, body sounds and the voice with an introduction to a steady pulse and pitch.</p> <p>Notation: begin to follow symbols and images.</p> <p>Ensemble awareness: begin to start and stop together with others.</p> <p>Communication & audience: explore sounds using instruments and voice, showing an awareness of tempo and dynamics.</p>	<p>Technical control: know that when singing I move my voice higher and lower.</p> <p>Notation: know that 'ta' is one sound and 'titi' is two sounds.</p> <p>Ensemble awareness: know to watch and listen to others to start and stop together.</p> <p>Communication & audience: know how to play different instruments e.g. shake, scrape, hit, blow.</p>
Listening	<p>Identify musical conventions and inter-related dimensions: describe sound e.g. whistling, twinkly. Begin to react to changes in the music such as tempo or dynamics by explaining or moving.</p> <p>Recognise sound & instruments: begin to recognise classroom instruments. Listen to sound effects.</p>	<p>Identify musical conventions and inter-related dimensions: know that instruments can be played in different ways and this makes different sounds. Know that when the music changes speed (tempo) so does my movement. Know that music can be loud or quiet and fast or slow and this makes me feel differently.</p> <p>Recognise sound & instruments: know that sound effects can be used to show what a piece of music is about.</p>
Notation	<p>Crotchets 'short - ta Paired Quavers 'shorter – titi Crotchet rest</p>	

KS1				
	Skills		Knowledge	
	Year 1	Year 2	Year 1	Year 2
Composing	<p>Improvisation: improvise simple vocal chants and pitch and rhythm patterns.</p> <p>Notation: begin to explore how images can be used to create graphic scores. Explore symbols for rhythm and pitch.</p> <p>Creative process: select and describe sounds to create music in response to a stimulus. Compose simple four beat rhythms using crotchets and paired quavers. Compose simple melodies using G and E. Explore dynamics and tempo in relation to mood or message.</p>	<p>Improvisation: improvise Q and A phrases with words, rhythm and pitch.</p> <p>Notation: use images and symbols to structure pieces using graphic score. Select stick notation for rhythm and dot notation for pitch.</p> <p>Creative process: explore and use changes in pitch dynamics, duration and tempo. Select sounds and instruments to demonstrate mood or message. Compose lyrics, three note melodies and rhythms using known notation.</p>	<p>Improvisation: know that using dynamics, tempo and pitch can provide context when improvising.</p> <p>Notation: know that using bigger/smaller images or symbols represents dynamics. Know to use images and symbols to create a score for rhythm or pitch.</p> <p>Creative process: know to explore different ideas before deciding what to do. Know that playing an instrument with less force or effort will make it sound quieter.</p>	<p>Improvisation: know to structure improvisations into responses over 4 or 8 beats.</p> <p>Notation: know that changing the size of an image or how often it appears can show changes in dynamics and tempo. Know that where a dot or note is placed in relation to one another indicates the pitch.</p> <p>Creative process: know that different sounds and how they are played can be used to represent different characters, emotions and moods. Know that the syllables of words can be used to make lyrics fit with the melody.</p>
Performing	<p>Technical control: sing simple songs with an awareness of pitch and following visual direction (start, stop, loud, quiet). Play to a steady pulse. Play repeated rhythms and word pattern chants.</p> <p>Notation: begin to relate images to sounds. Follow pictures and symbols to guide singing and playing.</p> <p>Ensemble awareness: follow simple performance indications for start, stop, gradually change dynamics.</p>	<p>Technical control: sing with developing control of pitch. Follow directions for dynamics and tempo when singing and playing. Find and perform the pulse with increasing success. Identify and mark beat groupings. Accompany singing with actions and body sounds in time with a steady pulse.</p> <p>Notation: begin to relate simple graphic images to changes in sound. Recognise dot notation across three pitches. Perform rhythm patterns following stick notation.</p>	<p>Technical control: know that the pulse is the steady beat of the music. Know that standing up tall with my shoulders back will help improve my singing.</p> <p>Notation: know that images and symbols on a score show me when to play and when to stop.</p> <p>Ensemble awareness: know that different hand signals tell me when and how to play or sing.</p> <p>Communication & audience: know to make eye contact with my group and the audience when performing.</p>	<p>Technical control: know that listening to the starting pitch will help me to start and stay in tune. Know the meaning of dynamics and tempo. Know that the speed of the beat can change.</p> <p>Notation: know that if a symbol sits higher in space it represents a higher pitch.</p> <p>Ensemble awareness: know when and how to play by following signals.</p> <p>Communication & audience: be aware of the expectations when listening to others perform and when performing to an audience.</p>

	<p>Communication & audience: begin to control sounds demonstrating subtle changes, gradually louder, quieter, faster, slower.</p>	<p>Ensemble awareness: demonstrate increased confidence when following musical directions given both aurally and through physical inflection.</p> <p>Communication & audience: begin to control sounds with intention.</p>		
Listening	<p>Identify musical conventions and inter-related dimensions: begin to identify the sound with the intended message. Recognise changes in the music e.g. slower/faster, quieter/louder.</p> <p>Recognise sound & instruments: begin to recognise some instrumental sounds and name classroom instruments.</p>	<p>Identify musical conventions and inter-related dimensions: begin to recognise how composers use music to tell the story or message of their piece. Recognise changes in tempo, dynamics and pitch.</p> <p>Recognise sound & instruments: begin to recognise instruments aurally.</p>	<p>Identify musical conventions and inter-related dimensions: justify preference when listening to various styles of music and understand that other people may have different opinions. Begin to use music terminology to describe the changes e.g. the tempo got faster.</p> <p>Recognise sound & instruments: know that instruments are played differently e.g. hit, shaken and this produces different sounds.</p>	<p>Identify musical conventions and inter-related dimensions: know the meaning of tempo, dynamics and pitch.</p> <p>Recognise sound & instruments: know that instruments are made of different materials and this creates different sounds (timbres).</p>
	Year 1		Year 2	
Notation	<p>Crotchets 'short - ta Paired Quavers 'shorter – titi Crotchet rest</p>		<p>Crotchets 'short - ta Paired Quavers 'shorter – titi Crotchet rest Minims 'lon-ng' – exposed to Semibreves 'lo-o-o-ng' – exposed to</p>	

Lower KS2

Lower KS2				
	Skills		Knowledge	
	Year 3	Year 4	Year 3	Year 4
Composing	<p>Improvisation: improvise in response to a stimulus. Improvise singing and playing with given notes to create simple rhythmic patterns and melodic ideas.</p> <p>Notation: record ideas using sign and symbols including graphic score, pitch and rhythm notation creating three note melodies.</p> <p>Creative process: contribute ideas with consideration of the structure (beginning, middle and end) and theme of the music. Demonstrate application of tempo, dynamics, texture. Combine rhythm and pitch to create three pitch melodies.</p>	<p>Improvisation: improvise body percussion, words, rhythmic and melodic patterns within an ensemble and as a conversation.</p> <p>Notation: demonstrate increasing confidence in recording ideas using sign and symbols including graphic score and pitch and rhythm notation.</p> <p>Creative process: contribute appropriate ideas expressing musical opinions for creating and improving work. Create melodies using the pentatonic scale in relation to a stimulus. Write lyrics and compose melodies for those lyrics using the pentatonic scale.</p>	<p>Improvisation: know to perform improvisations as 4 beat or 8 beat response to make responses sound complete.</p> <p>Notation: understand that combining rhythm and pitch can create rising and falling melodies.</p> <p>Creative process: know that using the inter-related dimensions can help to tell the message of the piece. Know that combining rhythm and pitch notation gives us a melody.</p>	<p>Improvisation: know that finishing a melodic improvisation on the root note will help it to sound finished. Know that using the rhythm of words will help to improvise rhythms.</p> <p>Notation: know that a pentatonic scale uses five pitches.</p> <p>Creative process: know that mixing up the duration of notes will help to make melodies sound interesting. Know that applying the inter-related dimensions of music can create effects in response to a stimulus.</p>
Performing	<p>Technical control: sing with projection and clear diction over a greater range of pitches, leaping and stepping and accurately match the starting pitch. Perform with consideration to simple dynamic instructions. Play a simple rhythmic accompaniment or drone maintaining a steady pulse. Copy and perform melodies over three pitches.</p> <p>Notation: begin to recognise and perform from simple western notation symbols. Use the syllables of words to create rhythms.</p>	<p>Technical control: sing with greater control of breath and awareness of dynamics. Pitch with increasing accuracy over a larger range including leaps and harmony. Play melodies and accompaniments across a small range of pitches. Accurately maintain an individual rhythm within a rhythmic performance.</p> <p>Notation: confidently recognise and perform from simple western notation across a pentatonic scale. Follow rhythm grids accurately.</p> <p>Ensemble awareness: maintain own part within an ensemble. Perform in two or more parts.</p>	<p>Technical control: know that a drone is usually played on beat 1 and rings out for the other beats.</p> <p>Notation: know the values of a crotchet, paired quavers and minims and understand that where they are placed on the staff shows the pitch.</p> <p>Ensemble awareness: demonstrate an understanding of my own role within the ensemble. Know that playing to a steady pulse will help us to start, stop and stay together.</p> <p>Communication & audience: know to watch others so that I know when to play.</p>	<p>Technical control: know when to breathe, developing an awareness of phrase.</p> <p>Notation: understand that a neutral clef is used for untuned instruments. Know that rhythm grids can be performed in different ways to change the sound.</p> <p>Ensemble awareness: understand the importance of knowing how to start and finish a piece.</p> <p>Communication & audience: know that different styles of music should be performed in different ways.</p>

	<p>Ensemble awareness: begin to perform independently and in small groups.</p> <p>Communication & audience: develop confidence to perform as an individual and within a group.</p>	<p>Communication & audience: show increased confidence and commitment when performing to an audience</p>		
Listening	<p>Identify musical conventions and inter-related dimensions: begin to identify musical conventions being employed in a variety of pieces. Begin to identify how the inter-related dimensions of music are used to effect the mood and message of the piece.</p> <p>Recognise sound & instruments: begin to recognise the sound of different sections of the orchestra and a variety of instruments within each section.</p>	<p>Identify musical conventions and inter-related dimensions: begin to place music with guidance into historical context, eg. Baroque, Classical, Romantic, 20th century or genre e.g. minimalist, samba. Identify specific inter-related dimensions of music in a variety of styles.</p> <p>Recognise sound & instruments: aurally and by sight identify a variety of instruments.</p>	<p>Identify musical conventions and inter-related dimensions: know that composers use the inter-related dimension to help to portray the message of the piece.</p> <p>Recognise sound & instruments: know that the orchestra is made up of different sections and families of instruments.</p>	<p>Identify musical conventions and inter-related dimensions: know that different eras and genres have key features that help to define them.</p> <p>Recognise sound & instruments: know the role of different instruments within a genre e.g. the apito whistle is the role of the leader.</p>
	Year 3		Year 4	
Notation	<p>Crotchets 'short - ta</p> <p>Paired Quavers 'shorter – titi</p> <p>Crotchet rest</p> <p>Minims 'lon-ng'</p> <p>Semibreves 'lo-o-o-ng'</p>		<p>Crotchets 'short - ta</p> <p>Paired Quavers 'shorter – titi</p> <p>Crotchet rest</p> <p>Minims 'lon-ng'</p> <p>Semibreves 'lo-o-o-ng'</p> <p>Four Semiquavers 'even shorter' – exposed to</p>	

Upper KS2				
	Skills		Knowledge	
	Year 5	Year 6	Year 5	Year 6
Composing	<p>Improvisation: improvise 8 beat rhythmic patterns and melodic patterns over an octave. Improvise over a drone with a sense of shape and steady pulse.</p> <p>Notation: demonstrate increased confidence and accuracy using various forms of notation to record musical ideas.</p> <p>Creative process: explore and combine sounds with growing confidence, taking simple ideas to develop further in composition with satisfying structure. Develop rhythmic and melodic ideas of greater length and musical shape with consideration of the inter related dimensions. Compose music with several parts with consideration of harmony to evoke mood.</p>	<p>Improvisation: improvise and refine rhythms and melodic ideas over a drone or chord sequence demonstrating a sense of musical phrase. Improvise melodies using the notes of the chord and passing notes.</p> <p>Notation: combine rhythmic and pitch notation selecting the most appropriate notation to record musical ideas.</p> <p>Creative process: identify the strengths and areas for development in a piece and use this to refine work. Use more complex rhythmic notation and pitches over an octave to create melodies, chord sequences and bass lines. Create and structure music with multiple parts including chordal accompaniment, rhythmic accompaniment, melody and drone using key features of different genres.</p>	<p>Improvisation: know that improvising ideas first will allow me to create melodies I like. Know that improvisation is a big part of many genres of music, showing off the capabilities of the instrument. Know that improvisation can be used to communicate emotion.</p> <p>Notation: know that when recording western notation, the time signature will tell me how many beats to place in each bar.</p> <p>Creative process: know that using contrast will help to structure a piece. Know that repeating a musical idea helps to develop the sound of the overall piece. Know that when creating polyrhythms, each rhythm needs to be different.</p>	<p>Improvisation: know that repeating patterns and adding phrasing to improvisations creates a satisfying melodic shape. Know to use the notes of the chord when improvising a bassline.</p> <p>Notation: know that using rhythmic variety and changes in pitch will help to make my piece sound interesting.</p> <p>Creative process: understand that certain notes when performed together create different effects such as consonant and dissonant sounds. Know that intentionally combining the inter-related dimensions of music will create effect. Know that when writing melodies using repeating elements, equal length lines and using a shift in pitch will help to create memorable music.</p>
Performing	<p>Technical control: sing and play to convey mood and emotion to enhance the intended effect. Confidently match pitches across a wider range of notes, leaps, lengths and rhythmic complexity. Confidently demonstrate a secure sense of pulse when playing and singing in parts.</p>	<p>Technical control: demonstrate musicality in the control and production of sound using expression. Sing confidently with control and accurately match pitch across a range of notes; leaps, lengths and rhythmic complexity in unison, in parts and as a soloist. Confidently demonstrate a secure sense of</p>	<p>Technical control: know that the strong beat 1 of each bar will help me to play and sing in time.</p> <p>Notation: understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and</p>	<p>Technical control: know that how you use the inter-related dimensions when playing and singing helps to tell the message of the piece.</p> <p>Notation: know and understand the differences between semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests.</p>

	<p>Notation: recognise and perform from an increasing range of western notation.</p> <p>Ensemble awareness: lead others into a performance controlling the tempo of the pulse.</p> <p>Communication & audience: demonstrate increased confidence when performing, showing an awareness that a performance is an occasion.</p>	<p>pulse when singing and playing a variety of instruments fluidly in unison and within an ensemble in parts and different time signatures.</p> <p>Notation: select and perform with greater accuracy from graphic and western notation scores within an octave range.</p> <p>Ensemble awareness: physically and aurally lead others in performance controlling the tempo, dynamics and pulse within an ensemble. Play as an ensemble in multiple parts.</p> <p>Communication & audience: confidently perform considering style or message of the music.</p>	<p>4/4 time signatures. Understand how triads are formed.</p> <p>Ensemble awareness: know that eye contact during a performance will help us to stay in time and bring the piece together as a performance.</p> <p>Communication & audience: know that a performance starts before we play/sing and finishes after so consideration of how we enter and exit affects the performance.</p>	<p>Ensemble awareness: know how to self-correct when a performance goes wrong.</p> <p>Communication & audience: understand that the way the performance is represented to the audience influences the quality of the performance and the messages the music is trying to convey.</p>
Listening	<p>Identify musical conventions and inter-related dimensions: develop an understanding of music across time and place. Use an increasing musical vocabulary to respond to music.</p> <p>Recognise sound & instruments: begin to recognise a broader range of ensembles and instruments relating to different styles of music.</p>	<p>Identify musical conventions and inter-related dimensions: place music within both time and place.</p> <p>Recognise sound & instruments: confidently recognise different orchestral instruments and instruments specific to a genre or era.</p>	<p>Identify musical conventions and inter-related dimensions: know the features of different styles of music to justify placement.</p> <p>Recognise sound & instruments: know that instruments from different genres or eras have similarities in how they are played.</p>	<p>Identify musical conventions and inter-related dimensions: understand that using my knowledge of musical conventions, instrumental knowledge and the inter-related dimensions will help me to confidently justify opinions of a variety of music.</p> <p>Recognise sound & instruments: understand why composers use certain instruments or sounds at different times to create effect.</p>
	Year 5		Year 6	
Notation	<p>Crotchets 'short - ta</p> <p>Paired Quavers 'shorter – titi</p> <p>Crotchet rest</p> <p>Minims 'lon-ng'</p> <p>Semibreves 'lo-o-o-ng'</p> <p>Four Semiquavers 'even shorter'</p>		<p>Crotchets 'short - ta</p> <p>Paired Quavers 'shorter – titi</p> <p>Minims 'lon-ng'</p> <p>Semibreves 'lo-o-o-ng'</p> <p>Four Semiquavers 'even shorter'</p> <p>Dotted notes – exposed to</p>	

	Dotted notes – exposed to Quaver rest	All equivalent rests
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Key vocabulary -						
EYFS	KS1		Lower KS2		Upper KS2	
action	adagio	anthem	appraise	accelerando	accompaniment	accent
count	compose	drone	crochet rest	cell	consonant	chord sequence
hit	crescendo	forte	leaping	graphic notation	genre	introduction
louder	dynamics	orchestra	musical theatre	mezzo forte	polyphonic	metronome
movement	length	piano	semibreve	motif	sharp	ascending
play	pitch	rise	time signature	pentatonic scale	backing vocals	concerto
quiet	stave	strings	bar	rallentando	dissonant	jingle
rhythm	allegro	baroque	duration	accompany	interval	passing note
slide	composer	fall	medieval	chord	polyrhythmic	sustain
sound effect	decrescendo	improvise	quartet	groove	staccato	binary form
stop	graphic score	paire quavers	stepping	mezzo piano neutral clef	bass line	contrast
band	melody	posture	bar line	pianissimo	dotted note	key
fast	score	romantic	ensemble	scatting	lead vocals	phrasing
instrument	tempo	texture	minim	bass	programmatic	tonic
low	chorus	brass	rehearse	clashing	ternary form	break
note	conductor	fanfare	structure	harmonious	flat	counter melody
pulse	duet	lyrics	treble clef	minimalism	legato	loop
quieter	layer	percussion	classical	notate	root note	reel
scrape	opera	presto	inter-related dimensions	polyphony	triad	triad
slow	soundscape	round	scale	solo	broken chords	bridge
speak	verse	unison	timbre	call and response	fusion	descending
tune		crochet	western notation	fortissimo	mnemonics	manipulate
beat		folk		harmony	semiquavers	riff
high		notation		minor	walking bass line	
listen		performance		octave		
lower		rehearsal		polyrhythm		
pattern		sea shanty		swing time		
quick		woodwind		response		
repeat				glissando		
shake				major		
slower				moderato		
speed				off beat		
voice				quaver		
copy				technique		
higher						

loud match perform quicker rest sing sound start volume						
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Hedgehogs- Reception

CYCLE A/B

	Term 1 and 2		Term 3 and 4		Term 5 and 6	
Topic/ Subject Link	Marvellous Me	Exploring Autumn	Animal Safari	Long Ago	Ready, Steady, Grow	On the Beach
Get Set 4 Music Unit	All about me- Unit 1	Whatever the Weather- Unit 2	Minibeasts- Unit 2	Everyday life- Unit 1	Walking in the Jungle- Unit 1	Deep Blue Sea- Unit 2

Rabbits- KS1: Year 1 and 2

CYCLE A

	Term 1 and 2		Term 3 and 4		Term 5 and 6	
Topic/ Subject Link	Geography- Bright Lights, Big City	History- Bright Lights, Big City	History- Memory Box	Let's Explore the World	Movers and Shakers	Coastline
Get Set 4 Music Unit	Great Fire of London	Fantasy and Adventure	Toys	Oceans	Superheroes	At the Seaside

CYCLE B

	Term 1 and 2		Term 3 and 4		Term 5 and 6	
Topic/ Subject Link	School Days	School Days	Splendid Skies	Towers, Turrets and Tunnels	Magnificent Monarchs	Land Ahoy
Get Set 4 Music Unit	Senses	Jupiter Carnival of animals	Four Seasons	Castles	Folksongs	Dinosaurs

Foxes- Lower KS2: Year 3 and 4

CYCLE A

	Term 1 and 2		Term 3 and 4		Term 5 and 6	
Topic/ Subject Link	Geography- Blue Abyss	History- Traders and Raiders	History- Traders and Raiders	Geography- Flow	1066	1066
Get Set 4 Music Unit	Oceans	Vikings	Folksongs	Rivers	Castles	In the Garden

CYCLE B

	Term 1 and 2		Term 3 and 4		Term 5 and 6	
Topic/ Subject Link	Tribal Tales	Misty Mountain Sierra	Misty Mountain Sierra	I am Warrior!	I am Warrior!	Gods and Mortals
Get Set 4 Music Unit	Stone Age	Volcanos	Samba	Words, Words, Words	Minimalism	Greek Myths

Owls- Upper KS2: Year 5 and 6

CYCLE A

	Term 1 and 2		Term 3 and 4		Term 5 and 6	
Topic/ Subject Link	Ancient Egypt- Pharaohs	Ancient Egypt- Pharaohs	Geography- Alchemy Island	Science- Evolution and Inheritance	RE- U2.7 Why do Hindus want to be good?	Off with her Head!
Get Set 4 Music Unit	Africa	Reggae	Bandlab	Animal Kingdom	Melodies of Divinity	Rock n Roll

CYCLE B

	Term 1 and 2		Term 3 and 4		Term 5 and 6	
Topic/ Subject Link	Science- electricity	Science- Space	Geography- Frozen Kingdoms!	History- A Child's war	Geography- Hola Mexico!	History- Hola Mexico!
Get Set 4 Music Unit	Electricity	Planets	Arctic	WW2	Mayans	Celebrations