

## Year 1 Curriculum Map

	Autumn	Spring	Summer
<b>English</b>	<p><b>Guided and individual reading</b>  <i>Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning &amp; self-correct, build fluency and confidence, recognise &amp; join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts</i></p> <p><b>Write captions and labels, stories &amp; recounts based on personal experience</b>  <b>Write reports &amp; recounts, information texts</b>  <i>Skills: learn correct letter formation, spell using phonics &amp; CEW knowledge, begin to use capital letters, finger spaces &amp; full stops, sentences composed orally before writing</i></p> <p><b>Exposed to language rich environment to develop vocabulary/listening</b>            Skills: Developing listening skills &amp; sustaining concentration            -Discussion – talking/describing/ retelling /imagining/pretending            Cooperative play – negotiating/sharing /listening to others/discussion/ questioning</p> <p><b>Texts:</b>  <b>Mr Gumpy's Outing</b> J. Burningham  <b>Oi Get Off Our Train</b> J. Burningham  <b>Man on the Moon</b> S. Bartram</p> <p><b>Where's My Teddy?</b> J. Alborough  <b>Looking at Teddy Bears</b> S. Purkis  <b>Nativity</b></p>	<p><b>Guided and individual reading</b>  <i>Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning &amp; self-correct, build fluency and confidence, recognise &amp; join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts</i></p> <p><b>Traditional fairy tales</b>  <b>Descriptive writing, narratives &amp; recounts</b>  <b>Write information texts, recounts, instructions</b>  <i>Skills: learn correct letter formation, spell using phonics &amp; CEW knowledge, begin to use capital letters, finger spaces &amp; full stops, sentences linked with 'and', simple conjunctions, dictation learn simple spelling rules, form upper &amp; lower case, combine sentences to form short narratives, prefixes &amp; suffixes</i></p> <p><b>Exposed to language rich environment to develop vocabulary/listening</b>            Skills: Developing listening skills &amp; sustaining concentration            -Discussion – talking/describing/ retelling /imagining/pretending            Cooperative play – negotiating/sharing /listening to others /discussion/ questioning</p> <p><b>Texts:</b>  <b>Cinderella</b> (traditional fairy tale)  <b>Little Red Riding Hood</b> (traditional fairy tale)  <b>The 3 Little Pigs</b> (traditional fairy tale)</p> <p><b>You Are What You Eat</b> M. Berger  <b>The Colour Monster</b> A. Llenas  <b>The Easter story</b></p>	<p><b>Guided and individual reading</b>  <i>Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning &amp; self-correct, build fluency and confidence, recognise &amp; join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, recite familiar poems by heart</i></p> <p><b>Write information texts &amp; instructions</b>  <b>Explanations</b>  <b>Poems, rhymes with pattern, reports, information texts, retelling familiar stories</b>  <i>Skills: learn correct letter formation, spell using phonics &amp; CEW knowledge, learn simple spelling rules, use capital letters, finger spaces &amp; full stops, question and exclamation marks, use simple conjunctions, dictation</i></p> <p><b>Exposed to language rich environment to develop vocabulary /listening</b>            Skills: Developing listening skills &amp; sustaining concentration            -Discussion –talking /describing/retelling /imagining/pretending            Cooperative play – negotiating/sharing /listening to others /discussion/ questioning</p> <p><b>Texts:</b>  <b>A Bean's Life</b> Acorn books  <b>Jim and the Beanstalk</b> R. Briggs  <b>The Tiny Seed</b> E. Carle</p> <p><b>Farmer Duck</b> M. Waddell  <b>Giraffes Can't Dance</b> G.Andrea  <b>The Whale &amp; the Snail</b> J. Donaldson</p>

## Mathematics

Subitising 1-6, exploring loose parts as manipulatives for calculation, exploring numbers 0-10 - sorting, counting, representing, comparing, 1 more/less within 10, addition and subtraction within 10, problem solving, part-whole for single objects & groups of objects, odd & even, ordinal numbers, recording mathematical thinking, number bonds within 10 (addition & subtraction), finding the difference, recognising 2D & 3D shapes, patterns, numbers 0-20, teen numbers (11-20), tens and ones, compare & order numbers

*Skills: patterns & counting 0-20, estimate, order & regroup 1-20, part & whole addition & subtraction, problem solving, understand teen numbers as ten and some more, estimating & ordering 1-20, identify 1 more/less, odd & even, represent numbers and mathematical thinking pictorially, use cherry diagrams and whole/part bar models, understand magnitude 0-10 and then 0-20, know and recall number bonds to 10, use + =, name & describe shapes & patterns*

### Texts:

One Duck Stuck (1-10)  
One Ted Falls Out of Bed (1-10)  
Ten in the Bed (1-10)  
Ten Little Ladybirds (counting back from 10)  
One Humpy Grumpy Camel (1-20)  
One to Twenty, Animals Aplenty (1-20)

### Songs:

**1,2,3,4,5 once I caught a fish alive** (counting to 10)  
**There were 10 in the bed & the little one said...**  
(counting back from 10)  
**10 Green Bottles** (counting back)  
**5 Green Apples** (counting back)  
**5 Currant Buns** (counting back)  
**1 Little Mouse** (counting up)  
**5 Little Men in a Flying Saucer** (counting back)

Adding by counting on within 20, adding using number bonds, subtraction not crossing 10/crossing ten, comparing number sentences, counting to 50 by making 10s, counting forwards & backwards within 50, representing, comparing and ordering numbers to 50, counting in 2s, doubling & halving, counting in 5s, comparing and measuring lengths & heights, problem solving with addition/subtraction of lengths, measure and compare weight & mass, problem solving with weight & mass, compare and measure capacity & volume

*Skills: add & subtract no.s 0-20, identify part & whole, equality & balance no.s 0-20, use language of comparison & problem solve, count in 2s, 5s & 10s, represent numbers and mathematical thinking pictorially, using cherry diagrams and whole/part bar models, understand magnitude 0-50, know and recall number bonds to 20, use + =, use standard & nonstandard measures*

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Counting in 2s, 5s and 10s, equal groups, arrays, doubles & halves, sharing, making & finding  $\frac{1}{2}$  and whole, making and finding  $\frac{1}{4}$ , describing turns & position, counting to 100, counting forwards & backwards within 100, 100 squares, partitioning, comparing and ordering numbers, 1 more/less, recognising and counting coins, time, before & after, dates and days, o'clock and half past, writing and comparing time

*Skills: counting in 2s, 5s and 10s, equal or unequal groups & remainders, multiplication as repeated addition & array, sharing, problem solving, understand place value, estimate, order & compare, count up to and beyond 100, use + - x =, using positional language, read o'clock & half past on analogue clocks, sharing into equal groups, identify coins, sequence events in time,*

Science

**Seasonal Changes - autumn to winter**  
**Wonderful Weather**

I can observe changes across the four seasons  
I can observe and describe weather associated with the seasons and how day length varies.

**Weather investigation**  
**STS: Anna's Apple Seed**

*Skills: Work Scientifically, ask simple questions and recognise that they can be answered in different ways, observe closely using simple equipment, perform simple tests, identify and classify using their observations and ideas suggest answers to questions, gathering and recording data to help answer questions*

**Everyday Materials**  
**Marvellous Materials**

I can distinguish between an object and the material from which it is made

I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  
**Lego man ice block investigation**

*Skills: Work Scientifically, ask simple questions and recognise that they can be answered in different ways, observe closely using simple equipment, perform simple tests, identify and classify using their observations and ideas suggest answers to questions, gathering and recording data to help answer questions*

**Everyday Materials**  
**Let's build**

I can describe the simple physical properties of a variety of everyday materials  
I can compare and group together a variety of everyday materials on the basis of their simple physical properties.

**3 pigs materials investigation**  
**STS: The Fairy Godmother's Day Off**

*Skills: Work Scientifically, ask simple questions and recognise that they can be answered in different ways, observe closely using simple equipment, perform simple tests, identify and classify using their observations and ideas suggest answers to questions, gathering and recording data to help answer questions*

**Ourselves**

I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

**Senses investigation**  
**STS: Going to catch a Piggy-wig**

*Skills: Work Scientifically, ask simple questions and recognise that they can be answered in different ways, observe closely using simple equipment, perform simple tests, identify and classify using their observations and ideas suggest answers to questions, gathering and recording data to help answer questions*

Science week

**Plants**

What's growing in our gardens?  
I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  
I can identify and describe the basic structure of a variety of common flowering plants, including trees.

**Bean plant investigation**

*Skills: Work Scientifically, ask simple questions and recognise that they can be answered in different ways, observe closely using simple equipment, perform simple tests, identify and classify using their observations and ideas suggest answers to questions, gathering and recording data to help answer questions*

**Animals**

I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  
I can identify and name a variety of common animals that are carnivores, herbivores and omnivores

I can describe and compare the structure of a variety of common animals (fish,  
**Paper investigation**  
**STS: Mummy can I have a penguin**

**Visit to Shepreth Wildlife Park**

*Skills: Work Scientifically, ask simple questions and recognise that they can be answered in different ways, observe closely using simple equipment, perform simple tests, identify and classify using their observations and ideas suggest answers to questions, gathering and recording data to help answer questions*

<b>RE</b>	<p><b><u>God</u></b> What do Christians believe God is Like? <b><u>Creation</u></b> Who made the world? Harvest festivals and giving thanks <i>Skills: recognise God &amp; Creation are part of the 'big story' of the Bible, retell stories from the Bible, identify 2 types of texts (parable of lost son &amp; creation story), give simple accounts of what a text means to Christians, investigating biblical texts, Harvest</i></p>	<p><b><u>Incarnation</u></b> Who was Jesus? Why does Christmas matter to Christians? Festivals of light <i>Skills: recognise Incarnation as part of the 'big story' of the Bible, retell stories from the Bible identify 2 types of texts (birth of Jesus), give simple accounts of what a text means to Christians, investigating biblical texts</i></p>	<p><b><u>Gospel</u></b> What is the good news Jesus brings? <b><u>Belonging</u></b> What things are important to you and your family? <i>Skills: recognising there are 4 gospels, knowing that gospel means good news, investigating and analysing biblical texts, expressing and exploring concepts of forgiveness and compassion, give clear accounts of what text means to Christians by interpreting and determining meaning in narratives, stories &amp; parables</i></p>	<p><b><u>Salvation</u></b> What was the message from God when Jesus died? Why does Easter matter to Christians? <i>Skills: understanding Salvation as key to Christian belief &amp; part of the 'big story', retell the Easter story and give clear accounts of what text means to Christians by interpreting and determining meaning in Easter story, give 3 examples of ways in which Christians use biblical stories to guide their beliefs and lives, give 3 examples of how Christians put their belief into practice</i></p>	<p><b><u>Sacred Books</u></b> Who reads them, when and why? Bible, Qu'ran &amp; Torah Faith stories <i>Skills: handling and using religious texts with respect, begin to see the world through the eyes of others, consider other people's points of view, make links between religion and human experience</i></p>	<p><b><u>Naming ceremonies</u></b> Christening/baptism, Bat &amp; Bar Mitzvah, Aqiqah <i>Skills: begin to see the world through the eyes of others, consider other people's points of view, make links between religion and human experience</i></p>
	<b>Computing</b>	<p><b><u>We are Treasure Hunters</u></b> Input a sequence of instructions to control a programmable toy <i>Skills: Know what an algorithm is, know that programmes are made up of a sequence of codes, use instructions (algorithms) to control devices or objects on screen, solve problems with instructions on and off screen</i></p>	<p><b><u>We are Celebrating</u></b> Create a digital Xmas card <i>Skills: Add text to pictures to develop basic keyboard skills, develop basic mouse skills, find and use pictures on the web, develop skills in storing and retrieving files, discuss their work and think about if it could be improved</i></p>	<p><b><u>We are Painters</u></b> Use appropriate painting tools to create and change images on computer <i>Skills: Use the web safely to find ideas for illustrations, select &amp; use appropriate painting tools to create and change images on the computer, create an illustration for a particular purpose, know how to save, retrieve and change their work, reflect on their work and act on feedback received</i></p>	<p><b><u>We are Story Tellers</u></b> Use a computer program to create a story <i>Skills: Add text to pictures, record and use sound clips, develop collaboration skills as they work together in a group, understand how a talking book differs from a paper book, talk and reflect on their use of ICT</i></p>	<p><b><u>We are TV Chefs</u></b> Use iPad to video a recipe <i>Skills: Break down a process into simple clear steps as in an algorithm, use a video camera to capture moving images, develop collaboration skills, discuss their work and think about how it can be improved, take photographs/videos on cameras and other digital devices</i></p>

History

**Famous explorers**

Neil Armstrong  
Amelia Earhart  
Recognise the difference between past and present in my life and others  
Recount episodes from stories about the past  
Sequence 3 or 4 artefacts from distinctly different periods of time

*Skills: use common words and phrases relating to the passing of time, identify similarities and differences between ways of life in different periods, put events into chronological order, ask and answer questions about the past, learn about significant individuals/events*

**Toys - now and then**

Games now and then  
Find answers to simple questions about the past from sources of information e.g. artefacts,  
Match objects to people of different ages  
Compare adults talking about the past - how reliable are their memories?

*Skills: use common words and phrases relating to the passing of time, identify similarities and differences between ways of life in different periods, put objects into chronological order, ask and answer questions about the past*

**Visitors - History Off the Page day**

**Story of St George**

Use stories to distinguish between fact and fiction  
Recount episodes from stories about the past

**History of local area- looking at Buntingford**

Recount episodes from stories about the past  
Find answers to simple questions about the past from sources of information e.g. artefacts

*Skills: use common words and phrases relating to the passing of time, identify similarities and differences between ways of life in different periods, ask and answer questions about the past, learn about significant historical events/people/places in own locality*

**My history - who am I?**

How have I changed? Sequence events in my life

*Skills: use common words and phrases relating to the passing of time, ask and answer questions about their own past*

<b>Geography</b>	<b><u>The UK</u></b>  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the United Kingdom and its countries. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  FS: identify seasonal and daily weather patterns in the United Kingdom.  <i>Skills: create simple map, develop geographical vocabulary, identify seasonal and daily weather patterns name countries in UK, capital cities in UK, surrounding seas of UK, use atlases and globes</i>		<b><u>Maps &amp; geographical/human features</u></b>  FS: focus on key physical & human features as well as directional language FS: 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.  <i>Skills: identify compass points NSEW to describe directions and routes on map, create simple maps with key, Fairy tale maps – LRRH journey through wood, develop geographical vocabulary develop fieldwork skills to study school and its grounds,</i>		<b><u>Buntingford &amp; Mexico</u></b>  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country using class bear. Focus on key human features, including: city, town, village, factory, farm, house, office.  <i>Skills: use aerial photographs, recognise key human and physical features, develop geographical vocabulary</i>	
	<b>Art</b>	<b><u>Giuseppe Arcimboldo</u></b> Drawing & painting fruit & veg using different media Pencil (lines, marks, shape, tone & texture) Paint (colour, texture) Printing using fruit/veg  <i>Skills: Use a range of materials creatively, draw, pain &amp; sculpt to develop ideas &amp; imagination, develop wide range of art &amp; design techniques, learn about a range of artists</i>	<b><u>Firework pictures</u></b> Pastel, chalk & glitter Xmas cards and 3D decorations- Paint (colour, texture) Pastel, chalk & glitter Printing using kitchen rolls Light and dark.  <i>Skills: Use a range of materials creatively, draw, pain &amp; sculpt to develop ideas &amp; imagination, develop wide range of art &amp; design techniques</i>	<b><u>Colour Mixing</u></b> Primary & secondary colours <b><u>Frida Kahlo</u></b> Drawing in pencil Pencil (lines, marks, shape, tone & texture) Paint (colour)  <i>Skills: Use a range of materials creatively, draw, pain &amp; sculpt to develop ideas &amp; imagination, develop wide range of art &amp; design techniques, learn about a range of artists</i>	<b><u>Picasso</u></b> Self-portraits in cubist style Developing vocab to talk about art Pencil (lines, marks, shape, tone & texture) Wax Crayon (colour, texture)  <i>Skills: Use a range of materials creatively, draw, pain &amp; sculpt to develop ideas &amp; imagination, develop wide range of art &amp; design techniques, learn about a range of artists</i>	<b><u>Heather Knight</u></b> Clay tile work with plant imprint & texture - link to Forest School 3D & sculpture Colour mixing paint (colour, texture)  <i>Skills: Use a range of materials creatively, draw, pain &amp; sculpt to develop ideas &amp; imagination, develop wide range of art &amp; design techniques, learn about a range of artists</i>

DT	<p><b><u>Freestanding structures</u></b>          Design &amp; make playground equipment for toy Christmas cards      Lego construction  <i>Skills: generate design ideas, develop models and explain using talk, mock ups and drawings, plan making, selecting tools and new/recycled materials, use finishing techniques, explore existing free standing structures, evaluate their products against original criteria, know about strengthening structures.</i></p>		<p><b><u>Sliders &amp; levers</u></b>          Design &amp; make a book with moving parts          Exploring textiles      Easter cards  <i>Skills: generate, model and communicate ideas, plan, make, and select tools, use finishing techniques, explore books and products, evaluating own product against original criteria, explore sliders and levers, understanding types of movement &amp; technical vocabulary.</i></p>		<p><b><u>Cooking &amp; Nutrition</u></b>          Design &amp; make healthy recipes, try new foods, chop, grate, slice, skewer    <i>Skills: understand where food comes from, use principles of a healthy &amp; varies diet to prepare dishes</i></p>	
	PSHRE	<p>Devising a class charter          Getting to know each other          Problem-solving          Looking after each other and our school environment          Happy playtimes          Making choices</p> <p><i>Skills:          Develop &amp; maintain healthy relationships, understand how to develop and maintain a healthy lifestyle (physical, emotional &amp; mental wellbeing), manage changes, identify sources of help, develop respect for self &amp; others &amp; be mindful of impact of behaviours, develop respect for environment, rights &amp; responsibilities</i></p> <p><b>Mindfulness</b></p>	<p>Making friends          Falling out with a friend &amp; making up          Managing anger          Anti-bullying          Hazards in the home and fire safety          Road safety/stranger danger</p> <p><i>Skills:          Develop &amp; maintain healthy relationships, recognise and manage emotions, recognise negative relationships, recognise and respect diversity &amp; equality, develop and maintain a healthy lifestyle (physical, emotional &amp; mental wellbeing), manage risks &amp; keep safe, respond to an emergency, develop respect for self &amp; others &amp; be mindful of impact of behaviours</i></p> <p><b>Mindfulness</b></p>	<p>Our likes and dislikes          Feeling proud          Being special          Recognising worries          Staying calm and relaxed          Setting a simple personal goal</p> <p><i>Skills:          Develop &amp; maintain healthy relationships, develop and maintain a healthy lifestyle (physical, emotional &amp; mental wellbeing), develop respect for self &amp; others &amp; be mindful of impact of behaviours</i></p> <p><b>Mindfulness</b></p>	<p>SRE: recognising and naming body parts          SRE: remembering being a baby          SRE: what can I do now I'm bigger?          Drugs Ed: how do medicines get into the body?          Drugs Ed: how do use medicines to keep us healthy          Drugs Ed: how can medicines harm me?</p> <p><i>Skills:          Develop &amp; maintain healthy relationships, develop and maintain a healthy lifestyle (physical, emotional &amp; mental wellbeing), manage risks &amp; keep safe, respond to an emergency, develop respect for self &amp; others &amp; be mindful of impact of behaviours</i></p> <p><b>Mindfulness</b></p>	<p>Asking for help          Feeling loved and cared for          Managing uncomfortable feelings - anxiety and jealousy          Thoughts, feelings and behaviour          Dealing with worries          Supporting each other</p> <p><i>Skills:          Develop &amp; maintain healthy relationships, recognise and manage emotions, recognise negative relationships, recognise and respect diversity &amp; equality, develop and maintain a healthy lifestyle (physical, emotional &amp; mental wellbeing), manage changes, identify sources of help, develop respect for self &amp; others &amp; be mindful of impact of behaviours, rights &amp; responsibilities</i></p> <p><b>Mindfulness</b></p>

<p><b>PE - Sport Partnership activities</b></p>	<p><b><u>Tag rugby</u></b></p> <p><i>Skills: master basic movements of running, jumping, skipping, throwing and catching, develop agility, balance &amp; co-ordination, participate in team games, engage in competitive (both against self and against others) &amp; co-operative activities, develop simple tactics for defence and attack</i></p>	<p><b><u>Hockey/netball/basketball Dance</u></b></p> <p><i>Skills: master basic movements of running, jumping, skipping, throwing and catching, develop agility, balance &amp; co-ordination, participate in team games, engage in competitive (both against self and against others) &amp; co-operative activities, develop simple tactics for defence and attack, perform dances using simple movement patterns</i></p>	<p><b><u>Multi- skills Dance/gym</u></b></p> <p><i>Skills: master basic movements of running, jumping, skipping, throwing and catching, develop agility, balance &amp; co-ordination, participate in team games, perform dances using simple movement patterns</i></p>	<p><b><u>Tennis Dance/gym</u></b></p> <p><i>Skills: master basic movements of running, jumping, skipping, throwing and catching, develop agility, balance &amp; co-ordination, participate in team games, engage in competitive (both against self and against others) &amp; co-operative activities, develop simple tactics for defence and attack, perform dances using simple movement patterns</i></p>	<p><b><u>Tennis Rounders &amp; Cricket</u></b></p> <p><i>Skills: master basic movements of running, jumping, skipping, throwing and catching, develop agility, balance &amp; co-ordination, participate in team games, engage in competitive (both against self and against others) &amp; co-operative activities, develop simple tactics for defence and attack</i></p>	<p><b><u>Athletics Rounders</u></b></p> <p><i>Skills: master basic movements of running, jumping, skipping, throwing and catching, develop agility, balance &amp; co-ordination, participate in team games, engage in competitive (both against self and against others) &amp; co-operative activities, develop simple tactics for defence and attack</i></p>
	<p><b>Music</b></p> <p><b><u>Travelling</u></b> Pulse, rhythms and body percussion Harvest <b><u>Toys</u></b> Exploring music through movement - The Nutcracker Suite Christmas</p> <p><i>Skills: 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</i></p>	<p><b><u>Stories and Fairytales</u></b> Selecting instruments <b><u>Around the World</u></b> Samba, Calypso, Africa Easter</p> <p><i>Skills: 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</i></p>		<p><b><u>Farms</u></b> Descriptive sounds and pitch <b><u>Animals</u></b> Soundscapes and Carnival of the animals</p> <p><i>Skills: 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</i></p>		



