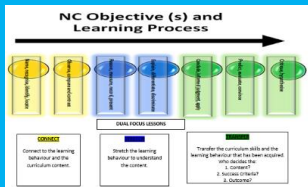
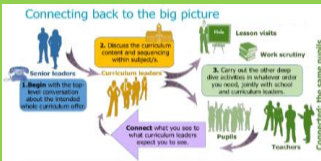
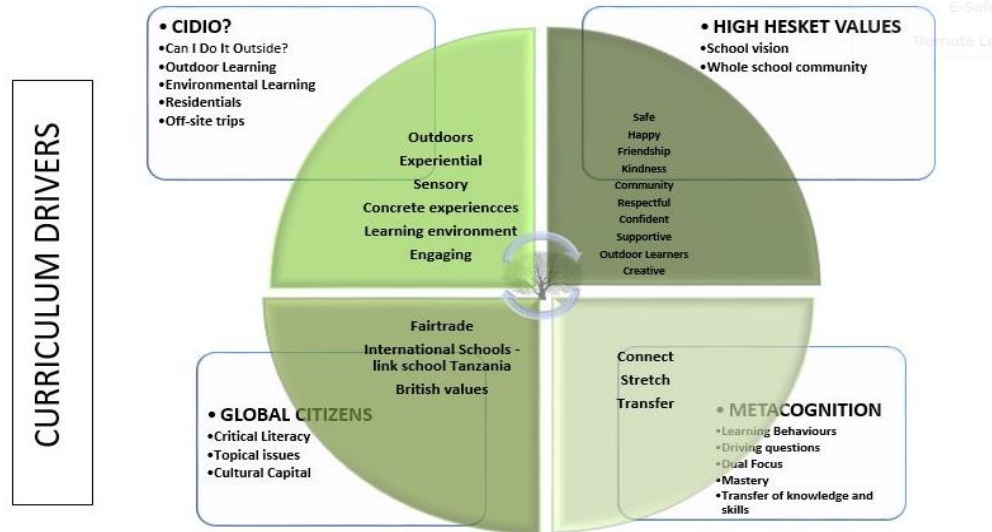
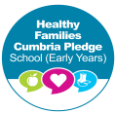


HIGH HESKET C of E SCHOOL (VC)

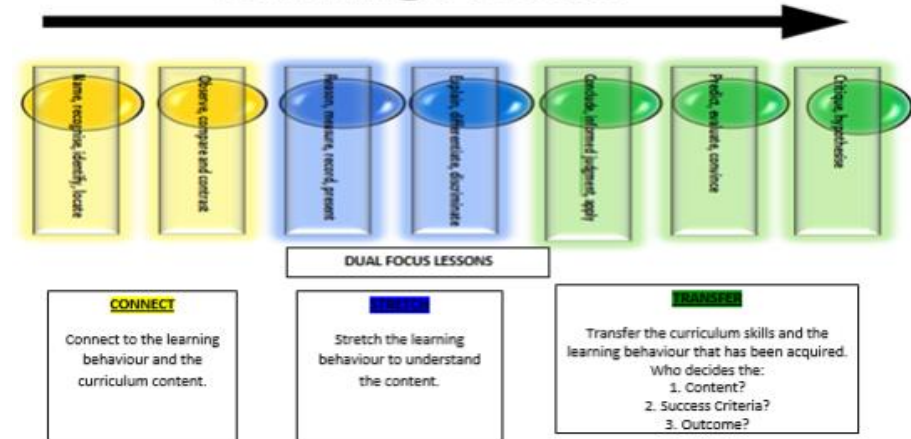
Music

Our Curriculum Drivers			
High Hesket Values	Metacognition (Learning how we learn)	CIDIO (Can I Do It Outside?)	Being Global Citizens

Intent	Implementation	Impact
<p>What do we have in place?</p> <p>Our Music Intent Statement: Our music curriculum at High Hesket CE School allows us to embrace our school's value of creativity and provides children with the chance to listen, sing, play, evaluate, analyse and compose in a range of contexts. We aim to instil a fascination and respect for all types of music from different time periods and places as well as to support the children to recognise and understand the value and importance of music to their own lives and the wider community. We connect the children to a range of genres, styles and instruments and allow them to stretch this knowledge through experimentation and the focus of key musical skills, such as pulse and pitch. Finally, they transfer the skills they have explored to their own performance pieces and develop ways to respond, reflect and analyse the music that they create. We hope to inspire children to continue their love for music throughout their lives.</p> <p>What happens as a result?</p> <ul style="list-style-type: none"> Teachers use the intent statement to guide their planning and organisation for teaching and learning at the implementation stage. <p>What are we working on?</p> <ul style="list-style-type: none"> All staff are consistently working on ensuring our music intent statement is achieved with the children. Curriculum and Music Subject Leader will review the intent statements as part of a curriculum study or in response to research. Subject Leader will engage with current research and information e.g. Ofsted Research Reviews and adapt music intent statement as needed. 	<p>What do we have in place?</p>  <p>An overarching approach to teaching and learning in Music:</p> <ul style="list-style-type: none"> Connect to the learning behaviour and curriculum content. Stretch the learning behaviour to understand the content. Transfer the curriculum skills and knowledge and the learning behaviour that has been acquired. <p>For Music and shared with parents on our website:</p> <ul style="list-style-type: none"> Progression of skills documents. Progression of vocabulary documents. Long term overview of National Curriculum objectives Long term overview of curriculum topics Suggested links / resources to how to extend musical interest at home <p>For teachers:</p> <ul style="list-style-type: none"> An implementation guidance document for Music. Charanga Scheme of work. BBC Teach resources Model Music Curriculum resources <p>What happens as a result?</p> <ul style="list-style-type: none"> Teachers use the connect/stretch/transfer process in conjunction with the above documents to plan units of work and individual lessons. Teachers monitor knowledge, progress in learning skills and concepts and adapt planning and ideas as needed. Subject leader supports teachers in acquiring subject knowledge, planning, inclusive practice and cultural capital as necessary. <p>What are we working on?</p> <ul style="list-style-type: none"> To review the music provision within the school and ensure high quality timetabled sessions are provided To continue to ensure regular singing opportunities, including to support Collective Worship 	<p>What do we have in place?</p>  <ul style="list-style-type: none"> Curriculum study – a shift from book scrutiny procedure to a more holistic approach to identify what and how children have learned, progress and attainment. Insight tracking – summative assessment data system Regular monitoring of Tapestry Journal entries <p>The Curriculum Study process involves:</p> <ul style="list-style-type: none"> Exploration of Tapestry Journal entries Using the Charanga / Music overview to ascertain what topics and units will have been taught with the key skills identified. Conversations with groups of children in each year group to gauge sequence of learning, knowledge and understanding of the children, development of curriculum processes and drivers, inclusive practice, expectations and curriculum coverage. Feedback to staff – whole school strengths and areas of development. Individual feedback as necessary. <p>What happens as a result?</p> <ul style="list-style-type: none"> Subject leader understanding of our intent and implementation processes. Identifies what we are doing well & next steps Feeds directly into action plans & SIP. <p>What are we working on?</p> <ul style="list-style-type: none"> To continue to embed an effective assessment / tracking / monitoring system for music



NC Objective (s) and Learning Process



Year 4

RE:
How and why can we give thanks?
What symbols of light are there in the Christmas story?

Art:
Japanese art linked to Kenseki's Kingdom.
Blossom trees – paint
Rainforest: sketching using scale then printing (make a quilt using smaller pieces?) (Junior Bolwellto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay))

English:
Key genres: Adventure stories, Persuasive text, Balanced arguments, Poetry (Metaphor / Simile / It's a...)
Key texts: Ken's Kingdom, The Lion and the Unicorn

Math:
Place value, addition and subtraction, area and perimeter, multiplication and division.

Music – Chasing a Man a Mia
Christmas Performance: The Day That Baby Jesus Came to Town
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.

Science:
DIGESTIVE SYSTEM & FOOD CHAINS
Describe the simple functions of the basic parts of the digestive system in humans.
Identify the different types of teeth in humans and their simple functions.
Construct and interpret a variety of food chains, identifying producers, predators and prey.

LIVING THINGS & HABITATS
Recognise that living things can be grouped in a variety of ways, explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
Recognise that environments can change and that this can sometimes pose a problem.

PSHE – 3D PSHE
Personal Information
Online use and privacy

DT:
Mechanical Systems – Pneumatics
Moving Rainforest animals.
Analyse, design, make and evaluate pneumatic systems to create a moving animal.

History:
WW2 – link with Japan and USA in Kenseki's Kingdom.
A study of a theme in British history that extends pupils' chronological knowledge beyond 1066
Focus: Battle of Britain

PE: Skills and Invention Games
French: Family and Friends

Geography: BIOMES
Physical geography, including: biomes and vegetation belts
Why are rainforests so wet?
To include location, place, human/physical and geographical skills using a range of sources allowing for data collection and analysis (link to maths statistics unit)

Computing: Scratch Junior - Programming
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Rainforests
Why are rainforests so wet?

Connecting back to the big picture

