



Year 1		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
<b>Belong</b> 	<b>Communication and Pupil Voice</b>	Recognise, name and deal with feelings in a positive way, noticing some effects of own actions on others. EGC Listen to others and identify how people are feeling (e.g. happy, sad, worried). EGC Identify similarities and differences between their opinions and those of others.	Take turns to express a view, giving reasons for supporting or disagreeing with others in group or class. EGC See that all of their opinions and feelings are valued and have the power to effect positive change. Appreciate how rules can help us, analysing and formulating rules in class and school. EGC
	<b>Teamwork and Leadership</b>	Discuss similarities and differences between self and others, showing positive attitude towards difference and diversity. EGC Explore how own actions have consequences. EGC Explore some basic ways to avoid, manage and resolve conflict, actively trying to manage own and others' disputes peacefully. EGC	Participate in group activities, showing willingness to play fairly and inclusively with others- taking turns and sharing. EGC Show willingness to listen to the ideas of others, respecting authority and decision-making process. EGC Discuss sense of self-worth and worth of others, exploring the nature of an interdependent team where each role is valued. EGC
	<b>Problem Solving and Critical Thinking</b>	Respond positively towards challenge- seeing possible failure as a possible opportunity. Identify what the problem is and positively understand that finding a solution is often not a quick, mistake-free or instant process. Ask questions that deepen their understanding about "why" or "how" a problem may be happening. EGC	Suggest a way to solve a problem, showing an awareness that there is often more than one possibility. EGC Wonder about ideas and begin to visualise what they might look like. EGC Ask for help if unsure what to do- showing increasing independent use of self-help strategies and resources available. EGC
<b>Believe</b> 	<b>Singing and Voice</b>	Find my singing voice and use my voice confidently. Sing a melody accurately at my own pitch. Sing with a sense of awareness of pulse and control of rhythm. Follow pitch movements with my hands and use high, low and middle voices. Begin to sing with control of pitch. Recall and remember short songs.	
	<b>Composition</b>	Contribute to a class composition. Explore sounds and match a sound to movement of an animal etc. Create simple patterns of sound.	
	<b>Notation</b>	Be aware of notating music with symbols or musical notation.	
	<b>Listening, Evaluating and Appraising</b>	Listen to a variety of musical styles. Improve my sounds so they are louder/quieter/faster/slower.	
	<b>Performance Skills</b>	Perform together and know when to join in	
	<b>Instrumental Skills</b>	Hold my ocarina correctly Make a clear sound on my ocarina Cover the holes so that my ocarina doesn't squeak	
	<b>Creativity and Imagination</b>	Develop awareness of self and own uniqueness, through expressing themselves within their work. EGC Appreciate the uniqueness and value of every person, encouraging others by valuing their work and ideas. EGC Use immersion in a range of stimulus to formulate their own ideas, also reinforcing the view that there are multiple ways of achieving a goal.	Learn to play appropriately with a wide range of resources within an open-ended context. Have idea of what they want to create and discuss what they can use to achieve this from the resources available to them. Analyse the resources and stimulus available to them and discuss how it makes them feel or what it makes them think of.
<b>Behave</b> 	<b>Social Action and Community Involvement</b>	Discuss basic needs for human life and demonstrate the importance of caring and sharing. EGC Identify what is fair and unfair, showing sensitivity to people's feelings and needs. EGC Develop sense of fair play and show willingness to take turns and share. EGC	Develop belief that everyone can do things to improve surroundings and support others. EGC Explain the work of a chosen charity, raising awareness of people's needs within their own community. Explore community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch
	<b>Global Learning and Sustainability</b>	Explore immediate and local environment, showing appreciation of, and care for, living things. EGC Identify simple links with other places (e.g. through food), developing a sense of the wider world and how we are interconnected. EGC Discuss living things and their needs and explain how to take care of immediate environment. EGC	Demonstrate sense of wonder and curiosity about the world, exploring their own place, impact and responsibilities within it. EGC Actively start to value resources understanding the possibility of change in the future and the impact on the environment. EGC Explore global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch

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"Bee"long- How will we help pupils to feel part of a team and appreciate each other's work? Have we planned opportunities for pupils to learn how to effectively communicate, work together, problem solve and lead? ✚

"Bee"lieve-How will we help pupils to be creative, imaginative and resilient, developing their growth mindset, self-awareness and talents? Is there a challenging curriculum for all, rich with relevant content and opportunities to develop a diverse range of transferable skills? 📦

"Bee"have-How will we help pupils to purposefully use the knowledge and skills taught to engage with others, the community and the world? Are there real-life opportunities for the pupils to see the impact of their knowledge, skills or work at a local and global level? ❤️

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Year 2		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
<b>Belong</b> 	<b>Communication and Pupil Voice</b>	Recognise, name and deal with feelings in a positive way, noticing some effects of own actions on others. EGC Listen to others and identify how people are feeling (e.g. happy, sad, worried). EGC Identify similarities and differences between their opinions and those of others.	Take turns to express a view, giving reasons for supporting or disagreeing with others in group or class. EGC See that all of their opinions and feelings are valued and have the power to effect positive change. Appreciate how rules can help us, analysing and formulating rules in class and school. EGC
	<b>Teamwork and Leadership</b>	Discuss the similarities and differences between self and others, showing positive attitude towards difference and diversity. EGC Explore how own actions have consequences. EGC Explore some basic ways to avoid, manage and resolve conflict, actively trying to manage own and others' disputes peacefully. EGC	Participate in group activities, showing willingness to play fairly and inclusively with others- taking turns and sharing. EGC Show willingness to listen to the ideas of others, respecting authority and decision-making process. EGC Discuss sense of self-worth and worth of others, exploring the nature of an interdependent team where each role is valued. EGC
	<b>Problem Solving and Critical Thinking</b>	Respond positively towards challenge- seeing possible failure as a possible opportunity. Identify what the problem is and positively understand that finding a solution is often not a quick, mistake-free or instant process. Ask questions that deepen their understanding about "why" or "how" a problem may be happening. EGC	Suggest a way to solve a problem, showing an awareness that there is often more than one possibility. EGC Wonder about ideas and begin to visualise what they might look like. EGC Ask for help if unsure what to do- showing increasing independent use of self-help strategies and resources available. EGC
<b>Believe</b> 	<b>Singing and Voice</b>	Recognise phrase lengths and know when to breathe. Sing songs expressively. Sing songs with awareness of other performers. Recall and remember longer songs.	
	<b>Composition</b>	Start to explore instruments on my own. Play simple repeated patterns within a composition. Know the term 'ostinato'. Match my sounds to a partner's sounds.	
	<b>Notation</b>	Create my own symbols to match a sound. Aware of musical notation and can follow some notes on a staff on my ocarina.	
	<b>Listening, Evaluating and Appraising</b>	Listen to a variety of musical styles and explain preferences. Identify well-defined musical features. Improve my sounds and adjust instruments where necessary.	
	<b>Performance Skills</b>	Perform together and follow instructions.	
	<b>Instrumental Skills</b>	Follow the teacher to place the correct fingers on the correct hole Use my tongue to make clear notes Know how to translate the pictures of ocarina holes on the board, onto my ocarina	
	<b>Creativity and Imagination</b>	Develop awareness of self and own uniqueness, through expressing themselves within their work. EGC Appreciate the uniqueness and value of every person, encouraging others by valuing their work and ideas. EGC Use immersion in a range of stimulus to formulate their own ideas, also reinforcing the view that there are multiple ways of achieving a goal.	Learn to play appropriately with a wide range of resources within an open-ended context. Have idea of what they want to create and discuss what they can use to achieve this from the resources available to them. Analyse the resources and stimulus available to them and discuss how it makes them feel or what it makes them think of.
<b>Behave</b> 	<b>Social Action and Community Involvement</b>	Discuss basic needs for human life and demonstrate the importance of caring and sharing. EGC Identify what is fair and unfair, showing sensitivity to people's feelings and needs. EGC Develop sense of fair play and show willingness to take turns and share. EGC	Develop belief that everyone can do things to improve surroundings and support others. EGC Explain the work of a chosen charity, raising awareness of people's needs within their own community. Explore community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch
	<b>Global Learning and Sustainability</b>	Explore immediate and local environment, showing appreciation of, and care for, living things. EGC Identify simple links with other places (e.g. through food), developing a sense of the wider world and how we are interconnected. EGC Discuss living things and their needs and explain how to take care of immediate environment. EGC	Demonstrate sense of wonder and curiosity about the world, exploring their own place, impact and responsibilities within it. EGC Actively start to value resources understanding the possibility of change in the future and the impact on the environment. EGC Explore global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch

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Year 3		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
 <b>Belong</b>	<b>Communication and Pupil Voice</b>	<p>Listen carefully to others, respectfully stating opinions with clear reasons - showing reflection from feedback or mistakes. EGC</p> <p>Participate in discussions about issues that affect self, others and the wider world, increasingly taking action when something is unfair. EGC</p> <p>Recognise effects of own behaviour on others and use this to help make choices. EGC</p>	<p>Research basic human rights and how some people have these denied, including uneven sharing of power and how some people are excluded from decision-making. EGC</p> <p>Contribute actively and constructively to the life of own class and school, identifying matters that are important to self and others- taking part in making and changing rules. EGC</p> <p>Explore rights in class and school, discussing the need to respect the rights of others. EGC</p>
	<b>Teamwork and Leadership</b>	<p>Give examples of what contributes to self-identity and belonging, developing sense of belonging and valuing of relationships with others. EGC</p> <p>Discuss causes of disagreement and conflict at personal, classroom and household levels, suggesting some ways of avoiding, managing and resolving conflict. EGC</p> <p>Play and work cooperatively, showing willingness to participate in activities both in and out of the classroom. EGC</p>	<p>Explore belief that that everyone should be included and able to participate, helping to ensure that everyone in own group is included. EGC</p> <p>Begin to show tact and diplomacy, listening to different viewpoints and offering solutions or to achieve goals. EGC</p> <p>Show willingness to learn from the experiences of others, listening respectfully to the ideas and views of others even when one disagrees. EGC</p>
	<b>Problem Solving and Critical Thinking</b>	<p>Apply a positive mindset in trying to find a solution and continuing to see possible failure as a possible opportunity. Actively seek to get to the root of a problem by continuing to ask "why".</p> <p>Ask relevant questions that deepen their knowledge and understanding about "why" or "how". EGC</p>	<p>Explore merits of different viewpoints. EGC</p> <p>Explicitly learn and use different approaches to solve problems. EGC</p> <p>Use feelings about changes in own life and locality to apply own experiences to solve problems. EGC</p>
 <b>Believe</b>	<b>Singing and Voice</b>	<p>Sing with awareness of pulse and control of rhythm.</p> <p>Recognise simple phrases.</p> <p>Sing songs and create different vocal effects.</p> <p>Internalise sounds by singing parts of a song 'in my head'.</p>	
	<b>Composition</b>	<p>Create sounds that describe moods and emotions.</p> <p>Compose music in a pair and make improvements to my work.</p> <p>Change the tempo, pitch and dynamics of my patterns.</p> <p>Know the difference between ostinato, beat and rhythm.</p> <p>Use Garage Band to compose and record simple patterns.</p>	
	<b>Notation</b>	<p>Notate my music using symbols or musical notes.</p> <p>Read notes BAG on a staff, and play them on my recorder.</p>	
	<b>Listening, Evaluating and Appraising</b>	<p>Listen to music with attention to detail.</p> <p>Improve my compositions against the success criteria.</p>	
	<b>Performance Skills</b>	<p>Be aware of my audience and can present my performances with pride and confidence.</p>	
	<b>Instrumental Skills</b>	<p>Hold my recorder with the left hand at the top</p> <p>Blow gently</p> <p>Use my tongue to separate the notes</p> <p>Know how to play B, A, G, C and E</p> <p>Play some simple melodies</p> <p>Know how the notes on my recorder relate to the notes on the staff</p>	
<b>Creativity and Imagination</b>	<p>Show awareness of, and pride in, own individuality, including their own creativity and imagination. EGC</p> <p>Demonstrate valuing others as equal and different, celebrating others' creativity and imagination. EGC</p> <p>Develop the belief that mistakes are essential to learning and can be turned into opportunities.</p>	<p>Actively discuss what inspires their work, taking time to research ideas.</p> <p>Practise new skills and explore, merging skills from different subject areas.</p> <p>Discuss communicating deeper meaning, themes and purpose within work.</p>	
 <b>Behave</b>	<b>Social Action and Community Involvement</b>	<p>Explain what fairness means, showing an awareness of, and concern for, people's feelings. EGC</p> <p>Give examples of what it can mean to be "rich" or "poor" in local and other contexts, referring to what is regarded valuable. EGC</p> <p>Show interest in, and concern for, others outside immediate circle and in contexts different to own, showing respect for other people's feelings and ideas. EGC</p>	<p>Demonstrate respect for the rights of others through exploring belief that everyone has equal rights. EGC</p> <p>Discuss belief that people can make a difference, both on their own and when they work together, showing willingness to stand up and speak up for others. EGC.</p> <p>Analyse community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</p>
	<b>Global Learning and Sustainability</b>	<p>Compare similarities and differences between peoples and places in local setting and also in wider contexts/various parts of the world. EGC</p> <p>Identify links between local community and wider world, actively trying to make connections to make a positive impact on others and self. EGC</p> <p>Show positive and negative impacts of people's actions (including own choices) on others and environment. EGC</p>	<p>Suggest how people can damage or improve the environment, showing concern about the local environment and willingness to care for it. EGC</p> <p>Discuss taking care of resources and not wasting them, reflecting on own attitudes and practices on waste. EGC</p> <p>Analyse global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</p>

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Year 4		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
<b>Belong</b> 	<b>Communication and Pupil Voice</b>	<p>Listen carefully to others, respectfully stating opinions with clear reasons - showing reflection from feedback or mistakes. EGC</p> <p>Participate in discussions about issues that affect self, others and the wider world, increasingly taking action when something is unfair. EGC</p> <p>Recognise effects of own behaviour on others and use this to help make choices. EGC</p>	<p>Research basic human rights and how some people have these denied, including uneven sharing of power and how some people are excluded from decision-making. EGC</p> <p>Contribute actively and constructively to the life of own class and school, identifying matters that are important to self and others- taking part in making and changing rules. EGC</p> <p>Explore rights in class and school, discussing the need to respect the rights of others. EGC</p>
	<b>Teamwork and Leadership</b>	<p>Give examples of what contributes to self-identity and belonging, developing sense of belonging and valuing of relationships with others. EGC</p> <p>Discuss causes of disagreement and conflict at personal, classroom and household levels, suggesting some ways of avoiding, managing and resolving conflict. EGC</p> <p>Play and work cooperatively, showing willingness to participate in activities both in and out of the classroom. EGC</p>	<p>Explore belief that that everyone should be included and able to participate, helping to ensure that everyone in own group is included. EGC</p> <p>Begin to show tact and diplomacy, listening to different viewpoints and offering solutions or to achieve goals. EGC</p> <p>Show willingness to learn from the experiences of others, listening respectfully to the ideas and views of others even when one disagrees. EGC</p>
	<b>Problem Solving and Critical Thinking</b>	<p>Apply a positive mindset in trying to find a solution and continuing to see possible failure as a possible opportunity. Actively seek to get to the root of a problem by continuing to ask "why".</p> <p>Ask relevant questions that deepen their knowledge and understanding about "why" or "how". EGC</p>	<p>Explore merits of different viewpoints. EGC</p> <p>Explicitly learn and use different approaches to solve problems. EGC</p> <p>Use feelings about changes in own life and locality to apply own experiences to solve problems. EGC</p>
<b>Believe</b> 	<b>Singing and Voice</b>	<p>Sing with confidence using a wider vocal range.</p> <p>Sing in tune.</p> <p>Sing expressively with awareness and control of the expressive elements.</p>	<p>Understand how mouth shapes can affect voice sounds.</p> <p>Sing a round in two or three parts.</p>
	<b>Composition</b>	<p>Create textures by combining sounds in different ways.</p> <p>Play in time with others in my group.</p>	<p>Improvise tunes based around the pentatonic scale.</p> <p>Use Garage band to compose and record sequences of sound.</p>
	<b>Notation</b>	<p>Notate a group composition where we all play different parts using graphic notation.</p> <p>Read musical notation on brass instrument.</p>	
	<b>Listening, Evaluating and Appraising</b>	<p>Listen to a variety of music styles and comment on the tempo, dynamics, pitch and timbre.</p> <p>Evaluate own work and peer-assess the work of other groups.</p>	
	<b>Performance Skills</b>	<p>Perform with awareness of different parts.</p>	
	<b>Instrumental Skills</b>	<p>Brass</p> <p>Form the correct shape with mouth to make a buzzing sound</p> <p>Make a sound with just the mouthpiece</p> <p>Hold brass instrument correctly</p>	<p>Know how to look after instrument</p> <p>Play some simple rhythms, using tongue to help define each note</p> <p>Use notation to help read rhythms and notes</p>
<b>Creativity and Imagination</b>	<p>Show awareness of, and pride in, own individuality, including their own creativity and imagination. EGC</p> <p>Demonstrate valuing others as equal and different, celebrating others' creativity and imagination. EGC</p> <p>Develop the belief that mistakes are essential to learning and can be turned into opportunities.</p>	<p>Actively discuss what inspires their work, taking time to research ideas.</p> <p>Practise new skills and explore, merging skills from different subject areas.</p> <p>Discuss communicating deeper meaning, themes and purpose within work.</p>	
<b>Behave</b> 	<b>Social Action and Community Involvement</b>	<p>Explain what fairness means, showing an awareness of, and concern for, people's feelings. EGC</p> <p>Give examples of what it can mean to be "rich" or "poor" in local and other contexts, referring to what is regarded valuable. EGC</p> <p>Show interest in, and concern for, others outside immediate circle and in contexts different to own, showing respect for other people's feelings and ideas. EGC</p>	<p>Demonstrate respect for the rights of others through exploring belief that everyone has equal rights. EGC</p> <p>Discuss belief that people can make a difference, both on their own and when they work together, showing willingness to stand up and speak up for others. EGC.</p> <p>Analyse community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</p>
	<b>Global Learning and Sustainability</b>	<p>Compare similarities and differences between peoples and places in local setting and also in wider contexts/various parts of the world. EGC</p> <p>Identify links between local community and wider world, actively trying to make connections to make a positive impact on others and self. EGC</p> <p>Show positive and negative impacts of people's actions (including own choices) on others and environment. EGC</p>	<p>Suggest how people can damage or improve the environment, showing concern about the local environment and willingness to care for it. EGC</p> <p>Discuss taking care of resources and not wasting them, reflecting on own attitudes and practices on waste. EGC</p> <p>Analyse global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</p>

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Year 5		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
<b>Belong</b> 	<b>Communication and Pupil Voice</b>	<p>Listen attentively, question and respond to others, expressing own views and ideas on issues clearly by giving reasons that include appropriate evidence and examples. EGC</p> <p>Explore UN Convention on the Rights of the Child, developing awareness of those responsible for rights being met (e.g. teachers, local and national government) and analyse reasons why some people have their rights denied. EGC</p> <p>Participate in school decision making, sharing opinions and evidence with others including decision-makers. EGC</p>	<p>Demonstrate basics of how own country and region is governed, appreciating the need for rules in own school and wider society and how people can take part in making and changing them. EGC</p> <p>Challenge discrimination, exploring reasons for negative feelings towards others in new or difficult situations. EGC</p> <p>Identify connections between personal decisions and issues affecting people locally and globally, making decisions that contribute to the well-being of the wider community. EGC</p>
	<b>Teamwork and Leadership</b>	<p>Show positivity about the ways in which one is both similar to others and uniquely different, celebrating contributions of different cultures to our lives. EGC</p> <p>Identify the nature of prejudice, racism and sexism and ways to combat these. EGC</p> <p>Analyse some causes and effects of conflict at all levels from personal to global, researching examples of conflicts past and present in own society and others. EGC</p> <p>Work cooperatively to solve problems or achieve goals, exploring a variety of different roles within a team. EGC</p>	<p>Use strategies to manage anger, frustration and aggressive feelings and apply these for managing, resolving and preventing conflict, including 'win-win' solutions. EGC</p> <p>Use knowledge of others' viewpoints to resolve problems and compromise, recognising the benefits of listening to a range of different perspectives and viewpoints. EGC</p> <p>Take active participation in school-based decision making and champion proactive inclusion of other people, especially those who may face barriers to participating fully. EGC</p>
	<b>Problem Solving and Critical Thinking</b>	<p>Begin to identify bias and opinion by analysing root of contrasting sources of information, including the media. EGC</p> <p>Give evidence for an argument, assess different viewpoints and present counter-arguments. EGC</p> <p>Imagine alternative possibilities and suggest new ideas to solve problems. EGC</p> <p>Recognise when there may be no single right or wrong answer and to show respect for differing viewpoints. EGC</p>	<p>Analyse suggestions to problems, thinking a few steps ahead about effect of decisions and what opportunities or further problems may arise.</p> <p>Applying feelings about changes and events in own setting and the wider world to make ethical decisions. EGC</p> <p>Use strategies to cope with self-care, mental-health and challenging times. EGC</p>
<b>Believe</b> 	<b>Singing and Voice</b>	<p>Sing songs with increasing control of breathing, posture and sound projection.</p> <p>Sing songs in tune and with awareness of other parts.</p>	<p>Sing with expression and rehearse with others.</p>
	<b>Composition</b>	<p>Show awareness of the musical elements within composition.</p> <p>Play part with awareness of others in my group, keeping in time with a variety of parts.</p> <p>Choose appropriate timbres which will complement each other in a group composition.</p>	<p>Compose simple melodies on tuned percussion.</p> <p>Use Garageband to compose and record sequences of sound, understanding how to apply and edit loops.</p>
	<b>Notation</b>	<p>Notate group compositions using musical or graphic notation, identifying how all the parts fit together.</p> <p>Read chords confidently and play these on ukulele.</p>	<p>Start to read TAB notation.</p> <p>Read musical notation on brass instrument and can name the lines on the staff.</p>
	<b>Listening, Evaluating and Appraising</b>	<p>Identify different moods and textures.</p>	<p>Evaluate own and others' compositions and make improvements.</p>
	<b>Performance Skills</b>	<p>Perform in different ways, exploring the way the performers are a musical resource.</p>	
	<b>Instrumental Skills</b>	<p><u>Brass</u></p> <p>Create a stronger embouchure and therefore a clearer sound.</p> <p>Play more challenging rhythms.</p> <p>Try to sight-read simple music.</p>	<p><u>Ukulele</u></p> <p>Hold ukulele correctly.</p> <p>Play the open strings with correct technique.</p> <p>Make simple chord shapes: C, Am, F, G7.</p> <p>Strum in time to a beat.</p> <p>Translate the chord notation to ukulele.</p> <p>Show awareness of TAB notation.</p>
<b>Creativity and Imagination</b>	<p>Value what contributes to own identity, valuing their own and others' creativity and imagination. EGC</p> <p>Demonstrate valuing difference, exploring ideas from a range of cultures and viewpoints. EGC</p> <p>Interpret and discuss meaning within own and others' work, looking at motivations, experiences and viewpoints.</p>	<p>Actively use their creativity and imagination, including to help others.</p> <p>Think of multiple ways to answer a brief or answer a problem, using research as a starting point.</p> <p>Connect multiple skills from different subject areas to create something.</p>	
<b>Behave</b> 	<b>Social Action and Community Involvement</b>	<p>Explain how fairness may not always mean equal treatment and develop sense of justice, showing offence at unfair treatment of others locally and globally. EGC</p> <p>Discuss some causes and effects of poverty and inequality (inc. gender) at local, national and global levels. EGC</p> <p>Adapt behaviour to readily think through consequences of words, actions and choices on others' feelings. EGC</p> <p>Take growing interest in world events and global issues, empathising with people in local and global contexts. EGC</p>	<p>Understand impacts of prejudice and discrimination, fostering belief that it is everyone's responsibility to challenge prejudice and discrimination. EGC</p> <p>Share belief that individuals and groups can improve situations, showing willingness to cooperate with others to change things for the better. EGC</p> <p>Action community needs in: biodiversity, energy...etc ESch.</p>
	<b>Global Learning and Sustainability</b>	<p>Explore and appreciate diversity of cultures and societies within and beyond own experience, researching global connections between peoples and countries (e.g. through trade and communications). EGC</p> <p>Investigate how local actions affect the wider world. EGC</p> <p>Demonstrate understanding of basics of climate change and people's dependencies on the environment. EGC</p>	<p>Explain environmentally responsible living and global inequalities in ecological footprints. EGC</p> <p>Discuss sense of responsibility for the environment and the use of resources. EGC</p> <p>Commit to taking action to protect and improve environment and quality of life for people locally and globally. EGC</p> <p>Action global needs in: biodiversity, energy...etc. ESch</p>

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Year 6		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
<b>Belong</b> 	<b>Communication and Pupil Voice</b>	<p>Listen attentively, question and respond to others, expressing own views and ideas on issues clearly by giving reasons that include appropriate evidence and examples. EGC</p> <p>Explore UN Convention on the Rights of the Child, developing awareness of those responsible for rights being met (e.g. teachers, local and national government) and analyse reasons why some people have their rights denied. EGC</p> <p>Participate in school decision making, sharing opinions and evidence with others including decision-makers. EGC</p>	<p>Demonstrate basics of how own country and region is governed, appreciating the need for rules in own school and wider society and how people can take part in making and changing them. EGC</p> <p>Challenge discrimination, exploring reasons for negative feelings towards others in new or difficult situations. EGC</p> <p>Identify connections between personal decisions and issues affecting people locally and globally, making decisions that contribute to the well-being of the wider community. EGC</p>
	<b>Teamwork and Leadership</b>	<p>Show positivity about the ways in which one is both similar to others and uniquely different, celebrating contributions of different cultures to our lives. EGC</p> <p>Identify the nature of prejudice, racism and sexism and ways to combat these. EGC</p> <p>Analyse some causes and effects of conflict at all levels from personal to global, researching examples of conflicts past and present in own society and others. EGC</p> <p>Work cooperatively to solve problems or achieve goals, exploring a variety of different roles within a team. EGC</p>	<p>Use strategies to manage anger, frustration and aggressive feelings and apply these for managing, resolving and preventing conflict, including 'win-win' solutions. EGC</p> <p>Use knowledge of others' viewpoints to resolve problems and compromise, recognising the benefits of listening to a range of different perspectives and viewpoints. EGC</p> <p>Take active participation in school-based decision making and champion proactive inclusion of other people, especially those who may face barriers to participating fully. EGC</p>
	<b>Problem Solving and Critical Thinking</b>	<p>Begin to identify bias and opinion by analysing root of contrasting sources of information, including the media. EGC</p> <p>Give evidence for an argument, assess different viewpoints and present counter-arguments. EGC</p> <p>Imagine alternative possibilities and suggest new ideas to solve problems. EGC</p> <p>Recognise when there may be no single right or wrong answer and to show respect for differing viewpoints. EGC</p>	<p>Analyse suggestions to problems, thinking a few steps ahead about effect of decisions and what opportunities or further problems may arise.</p> <p>Applying feelings about changes and events in own setting and the wider world to make ethical decisions. EGC</p> <p>Use strategies to cope with self-care, mental-health and challenging times. EGC</p>
<b>Believe</b> 	<b>Singing and Voice</b>	<p>Sing in two part or three part harmony, identifying the melodic phrases.</p>	<p>Sing with confidence in small groups and alone, and begin to have awareness of improvisation with the voice</p>
	<b>Composition</b>	<p>State which musical elements are being improvised within compositions.</p> <p>Compose more complex melodies on tuned percussion.</p>	<p>Keep in time with whole group, showing awareness of where the beat falls, and how to keep more complex rhythms in time.</p> <p>Use a variety of features of Garageband to compose individually and in pairs.</p>
	<b>Notation</b>	<p>Read and perform grid and rhythm notation.</p> <p>Sing songs with musical notation as support.</p>	<p>Read and play ukulele chords and some TAB notation.</p>
	<b>Listening, Evaluating and Appraising</b>	<p>Listen to longer pieces of music and identify features.</p> <p>Comment on how the musical elements have been used expressively in a piece.</p>	<p>Improve work by analysis, evaluation and comparison.</p>
	<b>Performance Skills</b>	<p>Present performances effectively with awareness of audience, venue and occasion.</p>	
	<b>Instrumental Skills</b>	<p><u>Ukulele</u></p> <p>Accompany songs</p> <p>Play rhythmically</p> <p>Play more complex chords: Em, A7, G, D, D7</p> <p>Translate the chord notation to own ukulele and start to read TAB notation.</p>	
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