Music End Points

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|  | **Performing** | **Listening and Reviewing** | **Creating and Composing** | **Understanding and Exploring** | **Inter-Related Dimensions:**  **(Pitch / Duration / Dynamics / Tempo / Timbre / Texture / Structure)** |
| Nursery | Singing - Joins in singing songs Making music - Creates sounds by rubbing, shaking, tapping, striking or blowing. Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow | | | | |
| Reception | Singing – familiar songs, chants, activities which develop the voice as a sound maker. • Making Music – using voice, objects, home-made and real musical instruments and a range of ICT. | | | | |
| Year 1 | * Rehearse and perform with others, using untuned instruments and voices to sing songs, speak chants and rhymes. * Perform with confidence cumulative songs (*songs with a simple melody that changes each verse)*. | * Understand how sounds can be made in different ways and described using given and invented signs and symbols. * Listen to contrasting songs (such as lullabies and dance / up-tempo) with concentration, remembering specific instrumental names and sounds. | * Experiment with creating and copying musical patterns. * Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, skin (*drum*) and ‘shaker’ sounds. | * Begin to explore their feelings about music using movement, dance and expressive language. * Develop an understanding that music has been composed throughout history. | * Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds. * Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds. |
| Year 2 | * Play tuned and untuned instruments. * Use their voices expressively to rehearse and perform with others, recognising a song with an accompaniment (*instrumental backing*) and one without. * Can start and finish together and can keep to a steady pulse. | * Listen with concentration to music of a longer duration and recognise simple structures (for example, a beginning, middle and end). * Understand that music can be used for particular purposes and occasions. | * Experiment with creating their own musical patterns and begin to identify one strand (*section*) of music or more. * Begin to improve their own and others’ work. | * Recognise and match sounds with pictures of different instruments. * Explore a variety of vocal qualities through singing and speaking. * Begin to use onomatopoeia sound words to describe selected sounds and the ways in which they are produced. | * Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different. * Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower. |
| Year 3 | * Sing songs (also imitating melody patterns as an echo), speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting performances with an awareness of the audience. * Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat. | * Listen with extended concentration and begin to express their opinion on a range of live and recorded music. * Explain their ideas and feelings about music using movement, dance and expressive language. * Begin to understand how music can be organised to communicate different moods and effects (e.g. listening to loud and fast music will create a different feeling to slow and quiet). * Determine upwards and downwards direction in pitch when listening and reviewing music. | * Begin to improvise and develop rhythmic and melodic material when composing, improving their own and others’ work in relation to its intended effect. * Begin to create and combine a variety of the inter-related dimensions when composing (e.g. composing using both dynamics and tempo). | * Explore and compare sounds of groups of musical instruments, identifying the differences between them, e.g. strings, woodwind, orchestra, rock band etc. * Begin to explore the history of music, understanding that time and place can influence how and why music is created, performed and heard. * Explore music from a culture different to their own. | * Understand that dynamics means volume and can recognise various different levels. * Understand that texture refers to the difference between thick (*many sounds*) and thin (*few*) layers of sounds. * Experience how music can be produced in different ways, including through ICT, and described through relevant established and invented notations. |
| Year 4 | * Sing solo songs demonstrating call and response form, speak chants and rhymes in unison with clear diction, control of pitch, a sense of phrase and musical expression. * Identify contrasting sections of a song, such as the verse and refrain (chorus). | * Review their own ideas and feelings about music using art, movement, dance, expressive language and musical vocabulary. * Understand that time and place can influence how and why music is created, performed and heard. Listen to and review music from a culture different to their own. | * Improvise and develop rhythmic and melodic material when composing. * Experiment with gestures to show the overall contour of the pitch of a melody as it moves upwards, downwards or stays the same. * Combine a variety of musical elements when composing using staff and other musical notations. | * Explore and compare sounds from the different instrumental families (percussion, woodwind, brass, string), name a variety of instruments. * Hear in a piece of music, refer to and compare the different sounds instruments make as their tone colour such as brassy, wooden and metallic. * Sequence various famous composers on a timeline. | * Identify through gestures such as clapping or using percussion, the strong / first beat whilst singing. * Keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part. * Recognise pitch movement by step, leaps or as repeats. |
| Year 5 | * Independently sing songs, speak chants and rhymes in unison and two parts, with increasing clear diction, control of pitch, a sense of phrase and musical expression. * Perform a variety of repeated rhythmic patterns (ostinato) on percussion instruments. | * Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects (*e.g. how can the tempo be changed to create excitement?)* * Demonstrate a better understanding of the history of music. Begin to make appropriate suggestions of suitable pieces for music for various occasions. | * Improvise and develop a wider range of rhythmic and melodic material when composing. * Choose, combine and organise a variety of the inter-related dimension of musical elements when composing with staff and other musical notations, such as graphic scores and / or using ICT. | * Begin to explore and compare a variety of contrasting sounds, recognising where the texture (thick (*many sounds*) and thin (*few*) layers of sound) varies in a song or piece of music. | * Recognise a musical phrase is like a musical sentence and can identify its duration as short or long. * Can identify a silence in a rhythmic pattern with a gesture such as raised hand. * Begin to use various Italian musical terms such as *crescendo*, *diminuendo*, *forte* and *piano*. |
| Year 6 | * Independently sing songs, speak chants and rhymes in unison and two parts, with confident clear diction, control of pitch, a sense of phrase and musical expression. * Practise, rehearse and present a variety of solo and ensemble performances with confidence and awareness of the audience. | * Know that time and place can influence the way music is created, performed and heard. Can make informed suggestions of suitable pieces of music for various occasions. * Develop a better understanding of the history of music. Begin to investigate the different eras of music. | * Improvise with their voice or on a musical instrument both solo and ensemble to develop a wide range of rhythmic and melodic material when composing. * Can compose for different moods and use dynamic levels such as accents (*sudden loud or sudden quiet notes*). | * Explore and compare a variety of sounds in a piece of music, identifying the prominent melodies. | * Recognise a metre (the way in which beats are grouped) of three (such as in a Waltz) or four (most pop songs) and begin to recognise a change of metre within a piece. * Use Italian musical terms for gradually getting louder *crescendo* and gradually getting quieter *diminuendo*. |

**PE End Points**

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|  | **Developing Skills** | **Examples of Skills** | **Application of Skills:**  **Attacking and Defending Strategies** | **Application of Skills:**  **Linking Actions and Sequences of Movement** | **Evaluating Success** |
| Nursery | • Fundamental movement skills - Runs safely on whole foot. Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. Jumps up into the air with both feet leaving the floor and can jump forward a small distance. Begins to walk, run and climb on different levels and surfaces. Begins to understand and choose different ways of moving • Gross motor skills/movements - Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs up and down stairs by placing both feet on each step while holding a handrail for support. • Spatial Awareness - Moves their bodies and toys around objects and explores fitting into spaces. • Fine motor skills – may begin to show preference for a dominant hand and or leg/foot. • Apparatus - Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride. • Language of movement - Identifies action words by following simple instructions, e.g. Show me jumping | | | | |
| EYFS | • Fundamental movement skills – run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll. • Gross motor skills/movements – climbing, crawling, skipping, sliding, slithering, shuffling. • Spatial Awareness – awareness of own space, negotiates space, finds a space, change direction, stop. • Safety Awareness – when moving themselves; when travelling on, under, over through equipment and apparatus; using small apparatus and equipment; carrying and moving equipment and apparatus; respond to safety instructions. • Fine motor skills, manipulation and hand-eye co-ordination; dexterity and manipulation when interacting with materials, objects, equipment and toys; manipulation and control when using tools and equipment. • Apparatus – control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging; interacts with small equipment – drop, push, throw, roll, catch, kick. • Language of movement – linked to body parts, and how they move; dynamics and how movements are formed; where in space they move, and whom they move with. | | | | |
| Year 1 | * Perform fundamental movement skills at a developing level in: * Travelling skills. * Sending skills. * Receiving skills. * Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance. | * Examples of FMS may include: * Travelling skills - running, hopping, skipping. * Sending skills – rolling, kicking, throwing. * Receiving skills - catching. | * Apply a simple tactic in a 1V1 or 2V2 net type game. * Engage in simple competitive and cooperative activities. | * Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity *(for example gymnastic activities).* * Choose appropriate movements for different dance ideas and repeat short dance phrases. | * Describe what they have done or seen others doing. |
| Year 2 | * Perform fundamental movement skills at a developing level and start to master some basic movements in: * Travelling skills. * Sending skills. * Receiving skills. * Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities. | * Examples of FMS may include: * Travelling skills - running, galloping, dodging. * Sending skills - throwing, kicking, bouncing and striking a ball. * Receiving skills - trapping and catching an object. | * Apply simple tactics in a 3V1 game. * Engage in simple competitive and cooperative activities. | * Create and link simple combinations of 3 or 4 actions in ways that suit the physical activity *(for example gymnastic activities).* * Link body actions and remember and repeat dance phrases. | * Describe what they have done or seen others doing. * Comment on a skill or combination of skills and say how it could be improved. |
| Year 3 | * Master most fundamental skills and start to develop sport specific skills. Develop throwing and catching skills using different sports and activities. * Perform using a number of sending and receiving skills with some accuracy. * Travelling - change direction easily. * Perform travelling, rolling, jumping and balancing skills. * Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control. * Plan routes around obstacles (e.g. PE apparatus, table / chairs in classroom). * Begin to work cooperatively with others to solve challenges. | * Examples of developing sport specific skills may include: * Chest pass, bounce pass, swing pass, catching. * Dodging and swerving. * Underarm bowl. * Throwing overarm. * Strike a ball with implement. * Travelling on hands and feet, balance on large and small body parts. | * Develop simple attacking skills in a 3V1 invasion game. * Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities. | * Create and perform sequences of actions  (4-6) smoothly in a range of activities such as gymnastic activities and dance. * Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance. | * Identify what they do best and what they find difficult. * Make simple assessments of performance based on simple criteria given by the teacher. |
| Year 4 | * Master fundamental movement skills and start to develop sport specific skills. Develop a broader range of skills using different sports and activities. * Perform using a number of sending and receiving skills with consistency and accuracy. Travel with an object i.e. running or dribbling a ball with / without equipment. * Perform movements, shapes and balances that are matched and / or mirrored. * Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment. * Orientate a map consistently and accurately. Follow a simple star orienteering course and simple point to point orienteering course on school grounds recording controls. * Work cooperatively with others to solve challenges. | * Examples of developing sport specific skills may include: * Chest bounce pass, swing pass, catching. * Bouncing a ball, running with a ball. * Underarm bowl. * Throwing overarm. * Strike a ball with implement. * Matched and mirrored balances. | * Develop attacking skills in a 4V2 invasion game. * Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities. | * Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastic activities. * Use simple motifs and movement patterns to structure dance phrases on their own and with a partner. | * Describe what is successful in their own performances. * Identify aspects of their game that needs improving and say how they could go about improving them. |
| Year 5 | * Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control. * Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance. * Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner. * Follow a simple course using eight points of the compass and mark on a map the position of a ground. * Work cooperatively with a partner and small group. | * Examples of sport specific skills may include: * Chest bounce, shoulder pass, catching, push pass, kicking, shooting. * Bowl underarm / overarm. * Strike a ball (rounders / cricket). * Catch a small ball. * Counter balance with a partner. | * Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games. * Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities. | * Create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities. * Compose motifs and plan dances creatively and collaboratively in groups. | * Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances. |
| Year 6 | * Continue to develop sport specific skills, applying them with control and precision. * Perform a number of travelling skills, i.e. with and without equipment, sending and receiving skills with consistency, accuracy, confidence, control and speed. * Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively. * Follow a simple route on an OS map and keep it set and identify different features and successfully complete a timed orienteering course (competition). * Accept responsibility when working in a team. | * Examples of developing sport specific skills may include: * Chest bounce, shoulder, swing pass, dribbling a ball, running with a ball. * Bowl, underarm / overarm. * Catch a small ball. * Counter balance and counter tension with a group. | * Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games. * Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities. | * Create and perform longer sequences of actions  (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic activities. * Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances and dance. | * Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly. * Watch performances and games and use criteria to make judgements and suggest improvements. |

**MFL Long Term Plan French**

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|  | **Understand and respond to spoken language from a variety of resources (Listening)** | **Speak with increasing fluency, confidence and spontaneity continually improving the accuracy of their pronunciation and intonation (speaking)** | **Understand and respond to written language from a variety of authentic resources and develop an appreciation of a range of writing (reading)** | **Write at varying length for different purposes and audiences (writing)** | **Use a variety of grammatical structures** |
| Year 3 | * Identify the meanings of simple words and phrases they hear by matching to an object / picture/ person etc. | * Understand a few familiar spoken words and phrases and respond to simple questions e.g. What’s your name? How are you? etc. and others depending on topics covered. * Say or repeat some familiar words and short simple phrases Year 3. | * Identify the meanings of simple words and phrases they see by matching to an object / picture/ person etc. * Recognise and read out a few familiar words and phrases and are starting to notice the sound spelling patterns. | * Write or copy a few simple words or symbols accurately. * Be aware that symbols e.g. accents, umlauts exist and what they do (also capital letters in German). | * Understand some basic aspects of language structure e.g. gender, definite and indefinite articles, singular and plural, nouns, adjectives. |
| Year 4 | * Understand a range of familiar spoken phrases e.g. classroom instructions. | * Ask and answer simple questions and give basic information (including a simple negative statement) based on topics covered in Y4. * Take part in a simple conversation and their pronunciation and confidence is improving. * Observe social conventions when speaking to someone i.e. formal and informal greetings and use of ‘you’). | * Understand simple written phrases and match sounds to familiar written words as they become more aware of spelling patterns. | * Write simple, familiar phrases accurately using a writing frame or scaffold. | * Understand some basic aspects of language structure e.g. question words, how to use the negative, the position of the adjective in a sentence and an awareness of word order. |
| Year 5 | * Understand the main points from a spoken passage with some repetition e.g. items from a shopping list, simple opinions about school depending on topics taught in Y5. | * Ask and answer simple questions and use a negative. * Take part in brief pre-prepared tasks e.g. a weather forecast, a short interview about school, interests / transactional role play with increasing confidence and fluency. | * Understand the main points from a short written passage in clear printed script. * Are beginning to use a bilingual dictionary independently with some success. | * Write two or three short sentences as a personal response accurately and can use reference materials / support. | * Understand some basic aspects of language structure e.g. how to use personal pronouns, an awareness of verb patterns, word order, use of adjectival agreement with accuracy and the conjugation of some regular high frequency verbs e.g. aimer, jouer, porter etc. |
| Year 6 | * Understand the main points and some detail from a short spoken passage e.g. someone talking about their friends, their home town, school, likes and dislikes etc. | * Take part in longer conversations with increasing spontaneity and fluency. * Can express simple opinions and their pronunciation is generally confident and accurate. | * Understand the main points and some detail including simple opinions of a longer written passage e.g. email, postcard, story, poem, recipe, advert etc. | * Write a short text on a familiar topic using reference materials / support. * Write for a range of audiences and purpose. * Use formal and informal ‘you’. | * Use basic language structures accurately and with confidence e.g. apply correct verb endings to regular and some high frequency irregular verbs (faire, aller, avoir, etre). * Use prepositions and use some adverbial phrases to talk about the past or future in a simple way e.g. there was / there will be. * Understand the word tense and have an awareness that whether an event is ongoing or finished can be expressed differently in a FL compared to English. |