

Halesowen C of E Primary School



We care, we trust, we believe.

We share, we enjoy, we achieve.

**Music Curriculum**



## Halesowen C of E Curriculum History Curriculum

### School Vision

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

### Our Halesowen Curriculum Vision

At Halesowen C of E we want all children to have access to a meaningful, fun and exciting, curriculum which is rich with first hand experiences and language. We will ensure pupils are given the opportunities to achieve. We believe that:

“A child is like a butterfly in the wind. Some can fly higher than others, but each one flies the best it can. Each one is different, each one is special, each one is beautiful.”

We value all of our children irrespective of background, culture or academic ability and want them all to experience the breadth of curriculum subjects we offer allowing them to develop their own preferences and interests which they can foster and develop as they learn grow and move on to their next phase of education.



Halesowen C of E Curriculum  
History Curriculum

Curriculum Intent

<p><b>STATUTORY REQUIREMENTS AND NON- STATUTORY GUIDANCE</b></p>	<ul style="list-style-type: none"> <li>• EYFS:- Statutory EYFS framework and Early learning goals. Use of Development Matters 2021. Taken predominantly from the Expressive Arts and Design Section; whilst also drawing on skills from Communication and Language and Physical Development.</li> <li>• Key stage 1 and 2: - National Curriculum.</li> <li>• Use of the document “Teaching a Broad and Balanced Curriculum for Education Recovery”</li> <li>• Use of the Charangra scheme</li> </ul>
<p><b>PROVISION</b></p>	<ul style="list-style-type: none"> <li>• Music stands alone in most ways, but staff will make links to the wider immersive thematic approach where appropriate.</li> <li>• In Key Stage 1 and Key Stage 2 children will be taught music through a termly music day.</li> <li>• In EYFS opportunities to learn music through play and exploration within half termly topics. Songs and rhymes are used as part of the everyday routine through dedicated song and story time, at transition times and as part of teaching input linked to different topics.</li> </ul>
<p><b>KNOWLEDGE</b></p>	<ul style="list-style-type: none"> <li>• Children need to understand how music is put together and the different historical periods, genres, styles and traditions.</li> <li>• Each aspect of music should be covered in depth. Listen and appraise music; Singing and playing instruments; Improvisation, composition and performance.</li> <li>• The knowledge in the music curriculum is intended to be progressive and is designed to build on prior learning but to ensure acquisition deliberately overlaps and is repetitive.</li> <li>• There is a focus on retention of knowledge and this is addressed in a number of ways such as quizzes.</li> </ul>
<p><b>SKILLS</b></p>	<ul style="list-style-type: none"> <li>• There is a planned skills progression through identified key aspects of the subject.</li> <li>• These skills are categorised in the same key areas as knowledge:</li> <li>• Children will learn each skill and then have an opportunity to revisit it again regularly.</li> </ul>
<p><b>MEANINGFUL START POINTS</b></p>	<ul style="list-style-type: none"> <li>• Children need to know where subjects exist in real life. “We are musicians”. They need to understand what music is and when we are learning a musical aspect within other lessons.</li> <li>• Initial learning should link to the child and their part in the subject in real life. In music each theme or topic should always start with “What type of music do I like?”</li> </ul>
<p><b>VOCABULARY AND LANGUAGE</b></p>	<ul style="list-style-type: none"> <li>• Children should build a bank of subject and topic specific vocabulary – understanding meanings and define words then use in the correct context.</li> <li>• They should use language to question, enquire, compare, contrast, appraise, explain, justify and debate.</li> </ul>



## Halesowen C of E Curriculum History Curriculum

<b>ENRICHMENT OPPORTUNITIES</b>	<ul style="list-style-type: none"><li>• Music is a universal language that embodies one of the highest forms of creativity.</li><li>• To enhance children's understanding of the music that is played and sung, children need the chance to listen to a variety of different genres.</li><li>• Children will be exposed to different musical instruments and the sounds that they make. Children will learn how to play some instruments in lessons but extra opportunities will be offered to have music tuition and develop their own interests and talents.</li><li>• Relevant and meaningful opportunities should be provided linked to their local area, individual interests, current affairs or events, culture and community. For example- Music of other cultures, Local musicians, participate in school events e.g. choir, singing round the tree in the town centre with other schools, Talent show- opportunity to show off their musical ability.</li></ul>
<b>INDIVIDUAL DEVELOPMENT</b>	<ul style="list-style-type: none"><li>• Ensure equality so all children can access learning (SEND). Consider ways children who struggle with English skills can present learning, or children with physical impairments can access tools and resources. Pay special attention to any children with a hearing impairment to ensure they can access the curriculum <a href="https://www.musicmark.org.uk/wp-content/uploads/ndcs_how_to_make_music_activities_accessible.pdf">https://www.musicmark.org.uk/wp-content/uploads/ndcs_how_to_make_music_activities_accessible.pdf</a></li><li>• Allow opportunities for curiosity and fascination in all areas of music- create awe and wonder about the different styles of music in the world around them.</li><li>• Make time for children to be inquisitive and develop learning in their own way- let them own their learning journey and applying skills they have been taught.</li><li>• Nurture ambitions and aspirations- talk about the variety of careers that can use their musical skills.</li><li>• Develop a curiosity for how music is made, recorded, edited and changed.</li></ul>



Halesowen C of E Curriculum  
History Curriculum

Knowledge Progression map

Aspect	EYFS	Key stage 1	Lower key stage 2	Upper key stage 2
<b>Listen and appraise music</b>	<ul style="list-style-type: none"> <li>Understand why listening is an important skill.</li> <li>Listen to and learn a large repertoire of songs and rhymes, paying attention to the way they sound.</li> <li>Be able to say what music they like and dislike and why.</li> </ul>	<ul style="list-style-type: none"> <li>Listen with developing concentration and understanding to a range of high-quality live and recorded music</li> <li>To know and recognise the sound and names of some instruments.</li> <li>Be able to say what music they like and dislike and why.</li> </ul>	<ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music.</li> <li>Understand and be able to talk about what a song is about, some of the instruments played.</li> <li>Understand how a piece of music is put together (texture, dynamics, Tempo, rhythm and pitch)</li> <li>Know how to identify the main sections of a song (introduction, verse, chorus etc)</li> </ul>	<ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music.</li> <li>Know the style of a song and make links to other songs of similar styles.</li> <li>Understand how a piece of music is put together (texture, dynamics, Tempo, rhythm, pitch and timbre).</li> <li>Know about the historical context to a piece of music.</li> </ul>
<b>Singing and playing instruments</b>	<ul style="list-style-type: none"> <li>Be able to name different songs they have learnt.</li> <li>Recall the tune and words of simple songs and sing them confidently.</li> <li>Be able to name and identify</li> </ul>	<ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically</li> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>



## Halesowen C of E Curriculum History Curriculum

	<p>different instruments, especially percussion.</p> <ul style="list-style-type: none"> <li>• Know how to make sounds using different percussion instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• To know music has a steady pulse.</li> <li>• Create rhythms and understand what a rhythm is.</li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand staff and other musical notations</li> <li>• Understand the difference between pulse and rhythm.</li> <li>• Know how pulse, rhythm and pitch work together to create a song.</li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand staff and other musical notations</li> <li>• Know how pulse, rhythm, pitch, temp, dynamics, texture and structure work together to create a song or music.</li> </ul>
<p><b>Improvisation, composition and performance</b></p>	<ul style="list-style-type: none"> <li>• Use their own knowledge of songs and rhymes to make their own improvisations by changing words.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>• To understand that improvisation is about making up your own tunes, composing is like writing a story with music and a performance is sharing music with other people.</li> <li>• To learn the notes G, A, C, B, D on the glockenspiel.</li> <li>• Know the names of untuned percussion instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• To know and be able to talk about a glockenspiel.</li> <li>• Know some of the different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• Know the notes C,D,E,F,G,A,B+C on the treble stave.</li> <li>• Recognise the instruments they might play or be played in a band or an orchestra.</li> <li>• Use a bank of their own riffs and licks they have learnt to use in their own improvisations.</li> <li>• Know and be able to talk about how a performance doesn't have to be to a large number of people – it can be just to one. Also know that a performance involves communications ideas, thoughts and feelings.</li> </ul>

## Skills Progression map



**Halesowen C of E Curriculum  
History Curriculum**

Aspect	EYFS	Key stage 1	Lower key stage 2	Upper key stage 2
<b>Listen and appraise music</b>	<ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard expressing their thoughts and feelings.</li> <li>Be able to move rhythmically to different songs.</li> </ul>	<ul style="list-style-type: none"> <li>learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>learn how songs can tell a story or describe an idea.</li> <li>find the pulse in a piece of music</li> <li>Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</li> <li>Use voices to copy back using 'la', whilst marching the steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>confidently identify and move to the pulse.</li> <li>talk about the musical dimensions working together in songs e.g. if the song gets louder in the chorus (dynamics).</li> <li>Talk about the music and how it makes them feel.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>Begin to use musical words when talking about music.</li> <li>Clap and say rhythms</li> <li>Create own simple rhythmic patterns</li> <li>Begin to lead the class using simple rhythms</li> </ul>	<ul style="list-style-type: none"> <li>identify and move to the pulse with ease.</li> <li>think about the message of songs.</li> <li>compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>Use musical words when talking about the songs.</li> <li>talk about the musical dimensions working together</li> <li>Talk about the music and how it makes you feel, using musical language to describe the music.</li> <li>Find the pulse</li> <li>Lead the class by inventing rhythms for others to copy back</li> <li>Copy back two-note riffs by ear and with notation</li> <li>Question and answer using two different notes</li> </ul>
<b>Singing and playing</b>	<ul style="list-style-type: none"> <li>Remember and sing entire songs- building a wide ranging</li> </ul>	<ul style="list-style-type: none"> <li>Learn about voices singing notes of different pitches</li> </ul>	<ul style="list-style-type: none"> <li>sing in unison and in simple two-parts.</li> </ul>	<ul style="list-style-type: none"> <li>sing in unison and to sing backing vocals.</li> </ul>



## Halesowen C of E Curriculum History Curriculum

<p><b>instruments</b></p>	<p>repertoire.</p> <ul style="list-style-type: none"> <li>• Sing in the pitch of a tune sung by another person (pitch match)</li> <li>• Sing in the melodic shape of familiar songs.</li> <li>• Sing on their own or as part of a group.</li> <li>• Play instruments with increasing control.</li> </ul>	<p>(high and low).</p> <ul style="list-style-type: none"> <li>• Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>• Learn to find a comfortable singing position.</li> <li>• Learn to start and stop singing and playing instruments when following a leader.</li> <li>• Treat instruments carefully and with respect.</li> <li>• Learn to play a tuned instrumental part (a one-note, simple or medium part).</li> <li>• Play the part in time with the steady pulse.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate a good singing posture.</li> <li>• follow a leader when singing.</li> <li>• enjoy exploring singing solo.</li> <li>• sing with awareness of being ‘in tune’.</li> <li>• rejoin the song if lost.</li> <li>• listen to the group when singing.</li> <li>• To treat instruments carefully and with respect.</li> <li>• Play on a tuned instrument from memory or using notation.</li> <li>• rehearse and perform part listened to and follow musical instructions from a leader.</li> <li>• experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate a good singing posture.</li> <li>• follow a leader when singing.</li> <li>• experience rapping and solo singing.</li> <li>• listen to each other and be aware of how you fit into the group.</li> <li>• sing with awareness of being ‘in tune’.</li> <li>• Play a musical instrument with the correct technique</li> <li>• Select and learn an instrumental part -a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>• rehearse and perform their part</li> <li>• listen to and follow musical instructions from a leader.</li> <li>• lead a rehearsal session.</li> </ul>
<p><b>Improvisation and composition</b></p>	<ul style="list-style-type: none"> <li>• Create their own songs or improvise the words to tunes they already know.</li> <li>• Make their own compositions with a range of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and clap back, then listen and clap their own answer (rhythms of words).</li> <li>• Use voices and instruments, listen and sing back, then listen and play own answer using one or two notes.</li> <li>• Take it in turns to improvise using one or two notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and copy back using instruments, using two different notes.</li> <li>• Using instruments, listen and play own answer using one or two notes.</li> <li>• Take it in turns to improvise using one or two notes.</li> <li>• Help create at least one</li> </ul>	<ul style="list-style-type: none"> <li>• Copy back using instruments. Use two/three notes</li> <li>• Improvise using two/three notes</li> <li>• Create simple melodies using up to five different notes and simple rhythms</li> </ul>





## Halesowen C of E Curriculum History Curriculum

		<ul style="list-style-type: none"> <li>• Help create three simple melodies using one, three or five different notes.</li> <li>• Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<p>simple melody using one, three or all five different notes.</p> <ul style="list-style-type: none"> <li>• Plan and create a section of music that can be performed</li> <li>• Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• Record the composition in any way appropriate that recognises the</li> <li>• connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the keynote or home note and the structure of the melody.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>• Record the composition in any way appropriate that recognises the</li> <li>• connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
<p><b>Performance</b></p>	<ul style="list-style-type: none"> <li>• Have confidence to perform as a solo or as part of different sized groups.</li> <li>• Be able to work as part of a group, making sure they are in time and harmonious.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a song they have learnt and perform it.</li> <li>• add own ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it.</li> </ul>	<ul style="list-style-type: none"> <li>• choose what to perform and create a programme.</li> <li>• Present a musical performance designed to capture the audience.</li> <li>• communicate the meaning of the words and clearly articulate them.</li> <li>• talk about the best place to be when performing and how to stand or sit.</li> <li>• record the performance and say how they were feeling, what they were</li> </ul>	<ul style="list-style-type: none"> <li>• choose what to perform and create a programme.</li> <li>• communicate the meaning of the words and clearly articulate them.</li> <li>• talk about the venue and how to use it to best effect.</li> <li>• record the performance and compare it to a previous performance.</li> <li>• discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</li> </ul>



Halesowen C of E Curriculum  
History Curriculum

			pleased with what they would change and why.	
--	--	--	--	--

Music whole school thematic overview

Year/ Term	EYFS	Key stage 1	Lower key stage 2	Upper key stage 2
<b>Autumn First Half Term</b>	<p><i>Topics in EYFS are lead by children's interests. These are possible ideas to be explored.</i></p> <p><b>(Year A) Home is Where the Heart Is</b></p> <p>Story Links: The Three Little Pigs</p>	<p><b>Year 1</b> -Hey You <b>Year 2</b> - Hands, Feet, Heart</p>	<p><b>Year 3</b> - Let Your Spirit Fly <b>Year 4</b> -Blackbird</p>	<p><b>Year 5</b> - Livin' On A Prayer <b>Year 6</b> - Happy</p>



Halesowen C of E Curriculum  
History Curriculum

	<p>Possible ideas: learn a song about the Three Little Pigs story, chn could add actions to the song to help them remember the words. Listen to and watch Silly Symphony version of the story- how does the music make them feel at different parts of the story e.g. scared, happy, excited, calm. Use instruments to represent different characters in the story e.g. wolf might be a loud, strong drum beat.</p> <p><b>(Year B) Autumn Adventure</b> Story Links: Little Red Hen, We're Going on a Leaf Hunt</p> <p>Possible Ideas: chn to use natural objects as musical instruments e.g. find sticks to tap together or rub on different surfaces to make noise. What other noises can they make outside e.g. rustling leaves. Learn "We're Going on a Leaf Hunt" story to the tune- add actions to help them perform it.</p>			
<p><b>Autumn Second Half Term</b></p>	<p><b>(Year A) A Starry Night (Christmas)</b></p>	<p><b>Year 1</b> - Rhythm In The Way We Walk and Banana Rap</p>	<p><b>Year 3</b> - Glockenspiel 1 <b>Year 4</b> - Mamma Mia</p>	<p><b>Year 5</b> - Classroom Jazz 1 <b>Year 6</b> -You've Got A Friend</p>



Halesowen C of E Curriculum  
History Curriculum

	<p>Story Links: Whatever Next, Aliens Love Underpants</p> <p>Possible ideas: use of composing equipment on Purple Mash (2 sequence). Can they make a piece of music which sounds like a rocket launch or an alien? Learn traditional Christmas carols to perform at the nativity and carol concert.</p> <p><b>(Year B) Sparkle and Shine (Christmas)</b></p> <p>Story Links: Ted the firefighter, Diwali</p> <p>Possible Ideas: listen to traditional bhangra drumming music. Chn to have a go at copying and making their own drumming patterns. Model quavers, semi quavers and rests. Chn to experiment with recording their music in different ways. Learn traditional Christmas carols to perform at the nativity and carol concert.</p>	<p><b>Year 2 – Ho Ho Ho</b></p>		
<p><b>Spring First Half Term</b></p>	<p><b>(Year A) A Walk in the Woods</b></p> <p>Story Links: Little Red Riding Hood, The Gruffalo</p>	<p><b>Year 1 – In The Groove</b> <b>Year 2 – Zootime</b></p>	<p><b>Year 3 – Three Little Birds</b> <b>Year 4 – Glockenspiel 2</b></p>	<p><b>Year 5 – Make You Feel My Love</b> <b>Year 6 – A New Year Carol</b></p>



## Halesowen C of E Curriculum History Curriculum

Possible Ideas: look at a range of percussion instruments- chn to learn the names of them. How can we make noises with each of these different instruments? Which instrument do you think most sounds like each character from the Gruffalo story? E.g. maraca could sound like snake hissing, drum could be Gruffalo footsteps. Listen to Gruffalo songs by Julia Donaldson. Compare them to the story- which do they prefer?

### **(Year B) Once upon a Story...**

Story Links: Goldilocks and the Three Bears, Tiger Who Came to Tea, Jack and the Beanstalk

Possible Ideas: learn song and actions for Goldilocks story to perform. Listen to traditional Chinese music linked to the Chinese New Year. Watch dragon dances and how they move to the music. Chn to have a go at performing their own dragon dances to music. Look at stringed instruments (link to harp from Jack and the Beanstalk). What



Halesowen C of E Curriculum  
History Curriculum

	stringed instruments do they recognise? Make their own stringed instruments using junk modelling			
<b>Spring Second Half Term</b>	<p><b>(Year A) At the Bottom of the Garden (Easter)</b></p> <p>Story Links: The Hungry Caterpillar, Norman the Slug with a Silly Shell</p> <p>Possible Ideas: Norman makes his own shell using items he can find. Chn to have a go at making their own musical instruments using junk modelling. Chn to perform using their instruments. Learn and perform Easter songs at bonnet parade/ pilgrimage.</p> <p><b>(Year B) Down on the Farm (Easter)</b></p> <p>Story Links: What the Ladybird Heard, Old MacDonald</p> <p>Possible Ideas: Learn song Old MacDonald. Listen to and identify different farm animal sounds. Investigate dynamics of sounds (link</p>	<p><b>Year 1</b> - Round and Round <b>Year 2</b> - I Wanna Play In A Band</p>	<p><b>Year 3</b> - The Dragon Song <b>Year 4</b> -Lean on Me</p>	<p><b>Year 5</b> - The Fresh Prince Of Bel-Air <b>Year 6</b> -Classroom Jazz 2</p>



Halesowen C of E Curriculum  
History Curriculum

	to quiet ladybird). Chn to try playing their instruments or singing at different volumes.			
<b>Summer First Half Term</b>	<p><b>(Year A) Rumble in the Jungle</b> Story Links: Monkey Puzzle, Warning Do Not Open This Book, Giraffes Can't Dance</p> <p>Possible Ideas: create dance for Giraffe to learn. Choose their favourite piece of music to dance to- why is it their favourite? Who do they listen to it with? How does it make them feel? Chn to combine different moves to their chosen song to teach to giraffe/ and their friends.</p> <p><b>(Year B) Kings and Queens</b> Story Links: Zog/ Zog and the Flying Doctors, The Queens Knickers</p> <p>Possible Ideas: listen to the National Anthem. Do the children like it? Listen to "Sing" the song which was written for the Queens Diamond Jubilee (2012). What instruments can they see being used? Look</p>	<p><b>Year 1</b> - Your Imagination <b>Year 2</b> -Friendship Song</p>	<p><b>Year 3</b> - Bringing Us Together <b>Year 4</b> - Stop!</p>	<p><b>Year 5</b> - Dancing In The Street <b>Year 6</b> -Music And Me</p>



Halesowen C of E Curriculum  
History Curriculum

	specifically at some of the untraditional musical instruments e.g. pipes, rubbish... Can chn make music using untraditional objects?			
<b>Summer Second Half Term</b>	<p><b>(Year A) To the Rescue</b> Story Links: Supertato, Traction Man</p> <p>Possible Ideas: listen to superhero sound effects (with no pictures) what do they imagine is happening when they hear that sound? Watch the clip with the sound and compare to their original ideas. Introduce tempo (speed of play)- link to fast superhero power. Can they play instruments altering the tempo e.g. fast, slow, medium</p> <p><b>(Year B) We're all going on a Summer Holiday</b> Story Links: Flotsam, Mr Bears Holiday, Lucy and Tom at the Seaside</p> <p>Possible Ideas: learn some traditional campfire songs to sing around the "camp fire" (outdoor area). Listen to ice cream truck</p>	<p><b>Year 1</b> -Reflect, Rewind and Replay <b>Year 2</b> - Reflect, Rewind and Replay</p>	<p><b>Year 3</b> - Reflect, Rewind and Replay <b>Year 4</b> - Reflect, Rewind and Replay</p>	<p><b>Year 5</b> - Reflect, Rewind and Replay <b>Year 6</b> - Reflect, Rewind and Replay</p>





**Halesowen C of E Curriculum  
History Curriculum**

	songs- do they recognise any of the songs? Which ice cream van song is their favourite?			
--	---	--	--	--