

Enrichment Overview 2020/21



	<b>French</b>	<b>Music</b>	<b>Enrichment</b>
Year 3	<p>Introductions, classroom instructions and objects, alphabet, birthdays, age, numbers 1-31, days of the week, months, parts of the body, colours, snacks, drinks, prices, basic ordering in a café.</p> <p>Jack and the Beanstalk fairy tale and Carnival of the Animals by Camille Saint-Saëns.</p> <p>Listening, speaking (basic conversation), writing and reading skills.</p> <p>Using a French dictionary.</p>	<p>Body Percussion.</p> <p>Pulse, rhythm, rhythmic ostinatos, dynamics and instrumentation.</p> <p>Basic Composition with collaborative performances.</p> <p>Notation, quavers, crotchets and rests. Kodály Rhythm method.</p> <p>C Major Scale.</p> <p>Glockenspiel and handbell study, playing from sheet music.</p> <p>Music History study.</p> <p>Peter and the Wolf study.</p> <p>African music study with instruments and basic composition.</p> <p>Recorder study with playing skills.</p>	<p>Gardening - <b>Intro</b> to the Science Garden/staying safe. Pond dipping. Planting daffodil bulbs. Opportunity for outdoor art and photography.</p> <p>DT/Art (<b>focus on year 3 skills</b>) – <b>with support and guidance through steps.</b></p> <ul style="list-style-type: none"> <li>- Sketching with a focus on tone (nature, facial features, faces, figures).</li> <li>- Collage (to include creating their own collage materials).</li> <li>- Printing (mono-printing, block printing with polystyrene, collagraph printing).</li> <li>- Bridge: design and building.</li> </ul> <p><u>Second half of the year:</u> <b>with support and guidance</b></p> <ul style="list-style-type: none"> <li>- Cooking: Cheese straws (to include learning about healthy and varied diets, preparing and cooking cheese straws, and understanding seasonality).</li> <li>- Outdoor learning: This sequence will allow some flexibility for children to choose from a range of activities all linked to the outdoor space we have.</li> <li>- Coding.</li> <li>- Gardening: This will be led by activities that need doing in relation to the school grounds and science garden. There will also be the opportunity for some to plant the required seeds for the 'Big Soup' in September.</li> </ul>
Year 4	<p><b>Consolidation of introductions, alphabet, age, birthdays, where you live, classroom instructions and objects, numbers 1-100 and colours.</b></p> <p>Types of transport, how they get to school, shopping (prices and shops), buying from a shop, fruit, vegetables, French breakfast, sports and hobbies.</p> <p>Cinderella fairy tale and <b>Carnival of the Animals by Camille Saint-Saëns.</b></p>	<p><b>Body Percussion.</b></p> <p><b>Pulse, rhythm, rhythmic ostinatos, dynamics and instrumentation.</b></p> <p><b>Composition with collaborative performances.</b></p> <p><b>Notation, quavers, crotchets and rests.</b> Kodály Rhythm method.</p> <p><b>C Major Scale.</b></p>	<p>Gardening – <b>Continuing</b> to use the Science Garden/staying safe. Pond dipping. Planting daffodil bulbs. Opportunity for outdoor art and photography.</p> <p>DT/Art (<b>focus on year 4 skills</b>) – <b>with support.</b></p> <ul style="list-style-type: none"> <li>- Sketching with a focus on tone (nature, facial features, faces, figures).</li> <li>- Collage (to include creating their own collage materials).</li> <li>- Printing (mono-printing, block printing with polystyrene, collagraph printing).</li> <li>- Bridge: design and building.</li> </ul> <p><u>Second half of the year:</u> <b>with support</b></p> <ul style="list-style-type: none"> <li>- Cooking: Cheese straws (to include learning about healthy and varied diets, preparing and cooking cheese straws, and understanding</li> </ul>

	<p><b>Listening, speaking, writing and reading skills.</b></p> <p><b>Using a French dictionary.</b></p>	<p><b>Glockenspiel and handbell study, playing from sheet music.</b></p> <p><b>Music History study.</b></p> <p>Peter and the Wolf study.</p> <p>African music study with instruments and composition.</p> <p>Recorder study with playing skills.</p>	<p>seasonality).</p> <ul style="list-style-type: none"> <li>- Outdoor learning: This sequence will allow some flexibility for children to choose from a range of activities all linked to the outdoor space we have.</li> <li>- Coding.</li> <li>- Gardening: This will be led by activities that need doing in relation to the school grounds and science garden. There will also be the opportunity for some to plant the required seeds for the 'Big Soup' in September.</li> </ul>
Year 5	<p><b>Consolidation of introductions, alphabet, age, birthdays, where you live, classroom instructions and objects, numbers 1-100, colours and ordering in a café.</b></p> <p>Weather and compass points, musical instruments, time (digitally and analogue), places in town, directions and different seasons.</p> <p>Impressionist painter Claude Monet and <b>Carnival of the Animals by Camille Saint-Saëns.</b></p> <p><b>Listening, speaking, writing and reading skills.</b></p> <p><b>Using a French dictionary.</b></p>	<p><b>Body Percussion.</b></p> <p><b>Pulse, rhythm, rhythmic ostinatos, dynamics, instrumentation, texture and tempo.</b></p> <p><b>Composition with collaborative performances.</b></p> <p><b>Notation, quavers, crotchets and rests.</b> Kodály Rhythm method.</p> <p><b>C Major Scale.</b></p> <p><b>Glockenspiel and handbell study, playing from sheet music.</b></p> <p><b>Music History study.</b></p> <p>Peter and the Wolf study.</p> <p>African music study with instruments and composition.</p> <p>Recorder study with playing skills.</p>	<p>Gardening – <b>Consolidating</b> their understanding of the Science Garden/staying safe. Pond dipping. Planting daffodil bulbs. Opportunity for outdoor art and photography.</p> <p>DT/Art (<b>focus on year 5 skills</b>) – <b>with guidance as needed.</b></p> <ul style="list-style-type: none"> <li>- Sketching with a focus on tone (nature, facial features, faces, figures).</li> <li>- Collage (to include creating their own collage materials).</li> <li>- Printing (mono-printing, block printing with polystyrene, collagraph printing).</li> <li>- Bridge: design and building.</li> </ul> <p><u>Second half of the year:</u> <b>with guidance as needed.</b></p> <ul style="list-style-type: none"> <li>- Cooking: Cheese straws (to include learning about healthy and varied diets, preparing and cooking cheese straws, and understanding seasonality).</li> <li>- Outdoor learning: This sequence will allow some flexibility for children to choose from a range of activities all linked to the outdoor space we have.</li> <li>- Coding.</li> <li>- Gardening: This will be led by activities that need doing in relation to the school grounds and science garden. There will also be the opportunity for some to plant the required seeds for the 'Big Soup' in September.</li> </ul>
Year 6	<b>Consolidation of introductions,</b>	<b>Body Percussion.</b>	Gardening – <b>Independently</b> applying their own knowledge to the Science

	<p><b>alphabet, age, birthdays, where you live, classroom instructions and objects, numbers 1-100 and colours and ordering in a café.</b></p> <p>School subjects, opinions, describing the classroom, more in-depth where you live, introduction to the past tense. Holidays, countries, verbs avoir and être, health (illnesses).</p> <p>Listening, speaking (longer role play and conversations), writing and reading.</p> <p>Carnival of the Animals by Camille Saint-Saëns.</p> <p>Using a French dictionary.</p> <p><i><b>Bold indicates progression from the previous year.</b></i></p>	<p><b>Pulse, rhythm, rhythmic ostinatos, dynamics, instrumentation, texture and tempo.</b></p> <p><b>Composition with collaborative performances.</b></p> <p><b>Notation, quavers, crotchets and rests.</b> Kodály Rhythm method.</p> <p><b>C Major Scale.</b></p> <p><b>Glockenspiel and handbell study, playing from sheet music.</b></p> <p><b>Music History study.</b></p> <p>Peter and the Wolf study.</p> <p>African music study with instruments and composition.</p> <p>Recorder study with playing skills.</p> <p><i><b>Bold indicates progression from the previous year.</b></i></p>	<p>Garden /staying safe. Pond dipping. Planting daffodil bulbs. Opportunity for outdoor art and photography.</p> <p>DT/Art (<b>focus on year 6 skills</b>) – <b>with more independence.</b></p> <ul style="list-style-type: none"> <li>- Sketching with a focus on tone (nature, facial features, faces, figures).</li> <li>- Collage (to include creating their own collage materials).</li> <li>- Printing (mono-printing, block printing with lino, collagraph printing).</li> <li>- Bridge: design and building.</li> </ul> <p><u>Second half of the year:</u> <b>with more independence.</b></p> <ul style="list-style-type: none"> <li>- Cooking: Cheese straws (to include learning about healthy and varied diets, preparing and cooking cheese straws, and understanding seasonality).</li> <li>- Outdoor learning: This sequence will allow some flexibility for children to choose from a range of activities all linked to the outdoor space we have.</li> <li>- Coding.</li> <li>- Gardening: This will be led by activities that need doing in relation to the school grounds and science garden. There will also be the opportunity for some to plant the required seeds for the 'Big Soup' in September.</li> </ul>
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\*Progression shown through objectives covered.