

Enrichment Overview 2022/23



	French	Music	Enrichment
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>Introduction to:-</p> <ol style="list-style-type: none"> 1. Body Percussion. 2. Pulse, rhythm, rhythmic ostinatos and dynamics 3. Basic Composition with collaborative performances. 4. Notation, quavers, crotchets and rests using the Kodály Rhythm method. 5. C Major Scale. 6. Glockenspiel and handbell study, playing from sheet music. 7. Music History study. <p>Peter and the Wolf study including instrumental study.</p> <p>Recorder study with playing skills.</p>	<p>Geographical fieldwork</p> <ul style="list-style-type: none"> - Planning and conducting a Traffic Survey and analysing the data (Pictographs). <p>Cooking (with support and guidance through steps).</p> <ul style="list-style-type: none"> - Soup: (to include learning about healthy and varied diets, preparing and cooking soup, and understanding seasonality). <p>DT/Art (focus on year 3 skills) – with support and guidance through steps.</p> <ul style="list-style-type: none"> - Boats: design, building, testing and evaluating. - Art opportunities as they arise. <p>Spring Term – Tbc. Summer Term – Tbc.</p>
Year 4	<p>Consolidation of introductions, alphabet, age, birthdays, where you live, classroom instructions and objects, numbers 1-100 and colours.</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 and pets.</p> <p>Cinderella fairy tale</p> <p>Listening, speaking, writing and reading skills.</p> <p>Using a French dictionary.</p>	<p>Pulse, rhythm, rhythmic ostinatos, dynamics and instrumentation.</p> <p>Composition with collaborative performances.</p> <p>Notation, quavers, crotchets and rests using the Kodály Rhythm method.</p> <p>C Major Scale.</p> <p>Music History study.</p> <p>Ukulele study with playing skills and performance.</p> <p>Singing skills and performance.</p>	<p>Geographical fieldwork</p> <ul style="list-style-type: none"> - Planning and conducting a Traffic Survey and analysing the data (Pictographs). <p>Cooking (with support).</p> <ul style="list-style-type: none"> - Soup: (to include learning about healthy and varied diets, preparing and cooking soup, and understanding seasonality). <p>DT/Art (focus on year 4 skills) – with support.</p> <ul style="list-style-type: none"> - Boats: design, building, testing and evaluating. - Art opportunities as they arise. <p>Spring Term – Tbc. Summer Term – Tbc.</p>

<p>Year 5</p>	<p>Consolidation of introductions, alphabet, age, birthdays, where you live, classroom instructions and objects, numbers 1-100, colours and ordering in a café.</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.</p> <p>Listening, speaking, writing and reading skills.</p> <p>Using a French dictionary.</p>	<p>Pulse, rhythm, rhythmic ostinatos, dynamics and instrumentation.</p> <p>Composition with collaborative performances.</p> <p>Notation, quavers, crotchets and rests using the Kodály Rhythm method.</p> <p>C Major Scale.</p> <p>Music History study.</p> <p>Ukulele study with playing skills and performance.</p> <p>Singing skills and performance.</p>	<p>Geographical fieldwork</p> <ul style="list-style-type: none"> - Planning and conducting a Traffic Survey and analysing the data (Bar charts). <p>Cooking (with guidance as needed).</p> <ul style="list-style-type: none"> - Soup: (to include learning about healthy and varied diets, preparing and cooking soup, and understanding seasonality). <p>DT/Art (focus on year 5 skills) – with guidance as needed.</p> <ul style="list-style-type: none"> - Cams - Art opportunities as they arise. <p>Spring Term – Tbc. Summer Term – Tbc.</p>
<p>Year 6</p>	<p>Consolidation of introductions, alphabet, age, birthdays, where you live, classroom instructions and objects, numbers 1-100 and colours and ordering in a café.</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>Using a French dictionary.</p> <p><i>Bold indicates progression from the previous year.</i></p>	<p>Pulse, rhythm, rhythmic ostinatos, dynamics and instrumentation.</p> <p>Composition with collaborative performances.</p> <p>Notation, quavers, crotchets and rests using the Kodály Rhythm method.</p> <p>C Major Scale.</p> <p>Music History study.</p> <p>Ukulele study with playing skills and performance.</p> <p>Singing skills and performance</p> <p><i>Bold indicates progression from the previous year.</i></p>	<p>Geographical fieldwork</p> <ul style="list-style-type: none"> - Planning and conducting a Traffic Survey and analysing the data (Bar charts/Pie). <p>Cooking (with more independence).</p> <ul style="list-style-type: none"> - Soup: (to include learning about healthy and varied diets, preparing and cooking soup, and understanding seasonality). <p>DT/Art (focus on year 6 skills) – with more independence.</p> <ul style="list-style-type: none"> - Boats: design, building, testing and evaluating. - Art opportunities as they arise. <p>Spring Term – Tbc. Summer Term – Tbc.</p>

*Progression shown through objectives covered.