



SINGLEWELL YEAR 1 LONG TERM PLAN

Term 1

	Unit	NC Thread	PD Opportunity
Reading	Text: The Family book Be who you are Funnybones Michael Recycle Genre: Fiction	NC Link: I can sound out and blend letters to read new words. I can join in with repeated phrases in stories.	PD: Identify, self-acceptance & confidence: Exploring themes of identify, difference, uniqueness, feelings and kindness. Activity: 'I am special because...' activities. Sentences, quotes and pictures.
Writing	Texts: Be Who You Are / The family Book / Funnybones / Michael Recycle meets Litterbug Doug	NC Link: Say out loud what they are going to write about. Compose a sentence orally before writing it. Begin to sequence sentences to form short narratives. Form lower-case letters in the correct direction, starting and finishing in the right place. Use capital letters for names and the personal pronoun "I".	PD: Identity & Self-Worth: My Super Me Shield - Draw strengths, Write positive statements and Share talents
Maths	Place Value (within 10)	NC Link: Number: Place Value identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	PD: Curiosity & Engagement Choosing their own manipulatives (cubes, numicon, etc.) to show a number.
Science	Seasonal Changes	NC Link: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies	PD: Develop curiosity by observing and talking about changes in the natural environment. Build confidence in sharing ideas and observations with peers. Improve resilience by making predictions and reviewing them across the school year. Develop responsibility for personal belongings (e.g., appropriate clothing for different weather).
Computing	Intro to Purple Mash (3wks) Creative Computing (4wks)	NC Link: <u>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</u> -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	PD: Online Safety – how to keep passwords safe.
Geography	Our Local Area	NC Link: <u>Locational Knowledge:</u> to know the location of significant places in our local area <u>Place Knowledge:</u> to use simple directional & locational language; know the key physical and human features in the local community	PD: begin to navigate and describe their world (local walk)



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Art	Drawing and painting	NC Link: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Fine Motor Skills - Drawing facial features supports control of pencil grip, hand-eye coordination, and precision. Activities: Draw in the style of Van Gogh. Who is Van Gogh?	PD: Self-Awareness & Identity - Encourages children to recognise their own features (eye colour, hair type, skin tone).
PSHE	Relationships TEAM	NC Link: Understand basic concepts of respect and kindness. Know how to be safe with others and identify trusted adults	PD: Keeping money safe: coin/note recognition, consequences of lost or stolen money
PE	Gymnastics unit	NC Link: to perform shapes on large and small body parts -to take off and land and use shapes -to travel on our feet, showing body tension - to create different levels in our performance	PD: Attempt basic balances, jumps, and rolls repeatedly, until improved. - Begin to notice how their body moves in space. - Encourage peers with praise.
RE	Believing	NC Link: 1.1 Who is a Christian and what do they believe? Suggested Activity: I can fill a "Belief jars" with paper notes of values (love, kindness).	PD: Understanding beliefs and respect for faith.
Music		NC Link: Use voices expressively; keep steady pulse; listen to different styles Charanga unit: Me!	PD: Builds confidence and enjoyment; develops listening and curiosity
Educational visits/ workshops:			



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Term 2

	Unit	NC Thread	PD Opportunity
Reading	Text: Beegu Cops and Robbers. Genre: Fiction	NC Link: I can talk about the title and events in a book. I can talk about characters. I can read words with common spelling patterns (like IGH, AI, EE).	PD: Rules, fairness, consequences, right and wrong. Activity: Good citizen role play, Sorting choices and consequences.
Writing	Texts: Beegu / Cops and Robbers.	NC Link: Rehearse sentences orally before writing. Compose and sequence sentences to form short narratives. Write recounts in first person using time connectives. Use adjectives to describe characters, settings, and sensory experiences. Write for a range of purposes. Re-read writing to check it makes sense. Begin to use basic punctuation (capital letters, full stops, question marks, exclamation marks). Form lower-case letters correctly and leave spaces between words.	PD: Kindness & Inclusion: Beegu Buddy Bench - Write welcome messages and design posters.
Maths	Number ~ Addition and Subtraction Geometry	NC Link: Number ~ Addition and Subtraction read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs add and subtract one-digit and two-digit numbers to 20, including 0 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ NC: Geometry: recognise and name common 2-D and 3-D shapes	PD: Managing Feelings / Self-Regulation trying different strategies (counting on, using fingers) even when the first method doesn't work. PD: Confidence & Independence Go on a classroom or playground hunt for 2D and 3D shapes in the environment
Science	Animals, including humans 1 - All about me	NC Link: -Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	PD: Develop self-awareness by recognising and naming parts of the body. Build communication skills by describing senses and experiences. Improve empathy and understanding of others' needs relating to senses and abilities. Strengthen fine motor skills through labelling and drawing activities.
Computing	Data Explorers	NC Link: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	PD: Recognise and celebrate diversity when collecting and analysing class data
Geography/History	What can toys tell us about children's lives now and in the past?	NC Link: To understand changes in living memory. Activities: -Visitors to discuss toys from the past. -Handling old toys.	PD focus: Sense of identity: Where do I fit into this timeline? What do I own? Curiosity: How was this played with? Diversity: Did everyone have toys? Were they all like this?



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DT	3D dinosaurs	NC Link: generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Activities: What is a sculpture? Research, design and create with recycled materials.	PD: Creativity & Imagination - Risk-taking with ideas Problem-Solving & Resilience - Logical reasoning Ability to test, adapt, and improve
PSHE	Health and Wellbeing	NC Link: Understand simple health needs (healthy eating, activity, hygiene).	PD: Hygiene: brushing teeth & washing hair
PE	Attack, Defend, Shoot Unit 1	NC: Participate in simple team games; begin to use basic tactics; apply basic skills in games context Attack, Defend, Shoot Unit 1 -To hit a target; to defend a target; to shoot in a game to get points; to work with a partner to score points; to use attacking/ defending in a game.	PD; basic teamwork - Work in pairs to pass a ball safely to each other. - Play simple team games, understanding roles and respecting others. -- Recognising how their body feels during activity (hot, tired, breathing faster)
RE	Judaism (Part 1) Believing	1.3 Who is Jewish and what do they believe Suggested Activity: I can explore Shabbat through making candles or bread (challah craft).	PD: Family and rest, appreciating traditions.
Music		NC links: Explore pitch and rhythms. Charanga: Rhythm in the Way We Walk and Banana Rap.	PD: Emotional expression and co-operation.
Educational visits/ workshops:			



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Term 3

	Unit	NC Thread	PD Opportunity
Reading	Text: Whatever Next! Handa's Surprise Genre: Fiction & Non-Fiction	NC Link: I can link stories to things I know. I can read words with endings like -S, -ES, -ING, -ED.	PD: Sharing, generosity, cultural awareness. Activity: Learning and explore other cultures. Explore differences e.g. foods, languages, environments, celebrations, etc.
Writing	Texts: Whatever Next! / Handa's Surprise	NC Link: Rehearse sentences orally before writing. Sequence sentences to form short narratives. Explore adjectives and use them to enhance setting and character descriptions. Begin to use conjunctions (and, because, so) to extend sentences. Write for a range of purposes. Begin experimenting with similes to develop figurative language. Use basic punctuation: capital letters, full stops, question marks, exclamation marks. Form lower-case letters correctly and leave spaces between words. Engaging in role-play. Asking and answering questions about characters' choices.	PD: Kindness & Inclusion: Beegu Buddy Bench - Write welcome messages and design posters.
Maths	Number ~ Place Value (within 20) Addition and Subtraction (within 20)	NC Link: Number ~ Place Value (within 20) read and write numbers from 1 to 20 in numerals and words Number ~ Addition and Subtraction (within 20) represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including 0	PD: Collaboration & Communication Explaining their thinking to a partner using mathematical language. PD: Collaboration & Communication Use real objects (toys, counters, fruit) to act out addition and subtraction stories, e.g., "I have 8 apples. I eat 3. How many left?"
Science	Everyday materials - Exploring everyday materials	NC Link: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Distinguish between an object and the material it is made from Compare and group together a variety of everyday materials on the basis of their simple physical properties Describe the simple physical properties of a variety of everyday materials	PD: Develop problem-solving skills by investigating how materials are used. Build independence when selecting and using materials safely. Encourage teamwork when sorting and grouping materials. Foster curiosity through hands-on exploration and questioning.
Computing	Technology around us (4wks) Creating & Following instructions (3wks)	NC Link: Use technology safely and respectfully, keeping personal information private; identify where to go for help when they have concerns about content or contact on the internet or other online technologies. ~ Recognise common uses of IT beyond school NC Link: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs follow precise instructions.	PD: Responsibility – Discussion on where technology is used within wider world. How do we use it safely?



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History	How can we find out what homes were like in the past?	<u>NC Link:</u> To know about historical events and places in their own locality. To understand changes in living memory. <u>Activities:</u> -Viewing houses built in the past- local area walk.	<u>PD focus:</u> Sense of identity and belonging- What is my home like? How is it similar or different to others? Respect and Tolerance Respectful discussion about others' homes. Cultural awareness Homes can look different in different places.
Art	Explore different mediums	<u>NC Link:</u> to use a range of materials creatively to design and make products Problem-Solving & Critical Thinking. Children learn to select appropriate materials for a purpose <u>Activities:</u> Water colours to create backgrounds. Space scapes.	<u>PD: Creativity & Imagination</u> - Children learn that there is no single "right way" to create, boosting creative confidence. Encourages experimentation with colour, texture, and form.
PSHE	Living in the Wider World	<u>NC Link:</u> Respect differences and diversity in communities. Diverse Britain	PD: Painting and decorating: prepare surfaces/select tools
PE	Dance Unit 1	<u>NC Link:</u> Perform dances using simple movement patterns; copy and repeat actions; link actions into short sequences: -To show moods and feelings; or move as if we were living in a jungle. To create & perform movements to show friendship; to perform leading and following movements. To perform a dance with a start, middle and end.	PD: listening, concentration & routine-following - Explore movements to represent animals, stories, or emotions. - Try out new movements without fear of making mistakes. - Perform simple sequences to the class.
RE	Expressing	<u>NC Link:</u> 1.5 What makes some places sacred? Christianity, Islam and Judaism. <u>Suggested Activity:</u> We can visit (or virtual tour) of a local church/synagogue/mosque.	PD: Spiritual expression through art.
Music		<u>NC Link:</u> Play rhythms; explore pitch; use graphic notation Charanga unit: Hands, Feet, Heart	PD: Encourages perseverance, fine motor skills and collaboration

Educational visits/ workshops:



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Term 4

	Unit	NC Thread	PD Opportunity
Reading	Text: Harry and the Bucket full of dinosaurs Billy's Goat Gruff Genre: Fiction Non-fiction Poem	NC Link: I enjoy listening to and talking about stories and poems. I can predict what might happen next. I can re-read books to help me become more confident and fluent.	PD: Stranger awareness. Activity: Discuss rules, safe and unsafe behaviour and situations. Create posters, speech bubbles, etc.
Writing	Texts: Harry and the Bucket full of dinosaurs / Billy's Goat Gruff	NC Link: Orally rehearse sentences before writing. Sequence sentences to create short narratives. Write simple poems using repetitive or patterned language. Produce non-fiction writing. Use adjectives to describe characters. Begin to use speech punctuation through speech bubbles or simple dialogue. Use joining words such as AND/ BECAUSE/ SO to extend ideas. Re-read writing for meaning and clarity. Use capital letters for names, full stops, and question marks. Form letters correctly and leave spaces between words.	PD Resilience & Growth Mindset: Zog's "I Can" Wall - Write challenges they can overcome
Maths	Number ~ Place Value Measurement	NC Link: Number ~ Place Value count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Measurement: compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] Measurement: compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	PD: Confidence & Independence Sharing how they know a number has, for example, "3 tens and 2 ones." PD: Curiosity & Engagement Children explore the classroom or playground to find "things longer/shorter than my pencil." PD: Collaboration & Communication children to hold two objects and explain which is lighter/heavier
Science	Everyday materials - Building (based on the Three Little Pigs)	NC Link: Describe the simple physical properties of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.	PD: Develop creativity through designing and constructing simple structures. Strengthen resilience by testing and adapting models. Build collaboration skills during group building challenges. Enhance communication by explaining material choices.
Computing	Making Beats	NC Link: Use technology purposefully to create, organise, store, manipulate and retrieve digital content	PD Links: Diversity – create different kinds of sounds for different cultures or genres/styles of music.



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Geography	Around Great Britain	<u>NC Link:</u> Human & Physical Geography: to know that some countries are wetter & colder than England in the UK, use descriptive language to describe physical features. Locational Knowledge: to know that Great Britain is split in to 4 countries, they each have different and similar characteristics.	PD: recognise that people live differently within the UK; use stems: I like where I live because...I wonder what it's like to live...
Art	Painting and pattern	<u>NC Link:</u> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Supports careful looking, comparing shapes, and identifying repetition. Confidence & Independence Choosing colours, tools, and pattern types builds autonomy. Completing a patterned artwork boosts self-esteem and pride. Activities: research Aboriginal art	PD: Independence & resilience: Observation Skills Children learn to notice patterns in nature, objects, fabrics, and artwork.
PSHE	Relationships	<u>NC Link:</u> Recognise different types of relationships (families, friends)	PD: Caring for yourself: shoe laces/personal hygiene
PE	Send and Return Unit 1	<u>NC Link: Some awareness of rules, simple self-monitoring (e.g. control, coordination)</u> - To hit a ball in different ways with our hands; to move towards a ball to return it; to work with a partner to return a beanbag. - To rally with a partner; to send a ball into space to make it harder to return	PD: basic teamwork - Showing persistence when missing the ball/shuttle - Cooperating with a partner to keep a rally going
RE	Expressing	<u>NC Link:</u> 1.5 What makes some places sacred? Christianity, Islam and Judaism. Suggested Activity: We can visit (or virtual tour) of a local church/synagogue/mosque.	PD: Spiritual expression through art.
Music		<u>NC links:</u> play untuned instruments musically Charanga: Latin. Round and Round.	PD: Creativity, co-operation and empathy.

Educational visits/ workshops:



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Term 5

	Unit	NC Thread	PD Opportunity
Reading	<u>Texts:</u> Zog The Biscuit Bear <u>Genre:</u> Fiction Poetry	<u>NC Link:</u> I can learn and perform simple poems. I can talk about characters and settings. I can explain what is happening in a story.	PD: Resilience, confidence, helping others. Activity: 'I can try again' circle time.
Writing	<u>Texts:</u> Zog / The Biscuit Bear	<u>NC Link:</u> Plan ideas through story maps and oral rehearsal. Write sequenced narratives using complete sentences. Use adjectives to describe characters. Write simple poems using patterned or rhyming language. Write persuasive texts (e.g. adverts, posters) using clear reasons. Use conjunctions such as AND, BECAUSE, BUT, SO . Write instructions with time words and imperative verbs. Re-read work to check meaning and punctuation.	PD: Bravery & Safety: Safe Choices Map - Discuss danger and safety and create safety posters.
Maths	Multiplication and Division Fractions Geometry:	<u>NC Link: Number - Multiplication and Division</u> solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <u>Fractions:</u> recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity <u>Geometry:</u> describe position, direction and movement, including whole, half, quarter and three-quarter turns	PD: Resilience & Perseverance Read picture books like Give Me Half! and discuss fairness in sharing. PD: Collaboration & Communication Give and follow instructions to move a teddy around the classroom ("Move Teddy under the table").
Science	Plants	<u>NC Link:</u> - Become familiar with common names of flowers and plant structures including seeds - Identify and describe the basic structure of a variety of common flowering plants, including trees - Identify and name a variety of common wild and garden plants - Identify and name a variety of deciduous and evergreen trees - Understand how plants change over time - Observe the growth of planted flowers - Become familiar with plant structures - Keep records of how plants change over time	PD: Foster responsibility by caring for plants over time. Develop patience through long-term observation and recording of growth. Encourage respect for living things and the environment. Build perseverance as they monitor changes and maintain plant health.
Computing	Coding	<u>NC Link:</u> Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs	PD: Resilience – What do we do if coding goes wrong?
History	How did castles help people stay safe in battle?	<u>NC Link:</u> To understand the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <u>Activities:</u> - Investigate the roles of people who lived in and around Leeds Castle.	PD focus Empathy and Curiosity Who lived in a castle or castle grounds? How did people look after themselves and others?



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DT	<u>Castles</u>	<u>NC Link:</u> to use a range of materials creatively to design and make products <u>Activities:</u> Research castle features. Design Junk modelling to build.	<u>PD: Teamwork & Social Skills</u> – turn taking, respecting roles. <u>Self-Reflection & Evaluation</u> – growth mindset.
PSHE	<u>Health and Wellbeing</u>	<u>NC Link:</u> Identify feelings and basic emotional responses. It's my body	PD: Stranger Danger
PE	<u>Jump, Throw Unit 1</u>	<u>NC Link:</u> Mastering basic movements (run, jump, throw, catch), balance, agility, coordination -to start and stop moving at speed; to take off on two feet to jump at distance. Use correct throwing technique; improve our throwing. To take part in competition	<u>PD: Self assessment</u> - Try to improve own performance each time. - Encourage classmates during activities.
RE	<u>Living</u>	<u>NC Link: 1.7</u> What does it mean to belong to a faith community? <u>Christianity, Islam and Judaism.</u> <u>Suggested Activity:</u> We can create a charter for "Our classroom community" with our shared values.	PD: Inclusion, teamwork, and mutual respect.
Music		<u>NC Link:</u> Compose short pieces; perform confidently Charanga unit: Reflect, Rewind & Replay	PD: Builds pride, resilience and respect for others
Educational visits/ workshops:			



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Term 6

	Unit	NC Thread	PD Opportunity
Reading	<u>Text:</u> Rapunzel Hansel and Gretel <u>Genre:</u> Fiction	<u>NC Link:</u> I can read tricky words I can't sound out (like <i>the, said, once</i>). I can read books that match my phonics level.	PD: Independence, trust and safety. Activity: Discuss feelings might have felt and why. What could we do? How could we help? Have you felt this way?
Writing	<u>Texts:</u> Rapunzel / Hansel and Gretel	<u>NC Link:</u> Plan, orally rehearse and sequence ideas to create coherent short narratives . Write character and setting descriptions using expanded noun phrases (adjectives + nouns). Use story maps to structure retells and written stories. Innovate stories by creating new endings . Use instructions with imperative verbs (e.g., how to make a gingerbread house). Create simple non-fiction texts such as newspaper reports and WANTED posters. Use conjunctions like AND, BECAUSE, BUT, SO to extend ideas. Re-read their writing to check for meaning and punctuation.	PD: Safety, Awareness & Risk Understanding: Both stories involve danger (forest, strangers, isolation). Children can discuss how to keep safe , make good choices and recognise unsafe situations. Links to wider safeguarding themes: knowing when to seek help, understanding trust.
Maths	<u>Number ~ Place Value</u> <u>Measurement</u>	<u>NC Link:</u> <u>Number ~ Place Value</u> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s <u>Measurement:</u> recognise and know the value of different denominations of coins and notes <u>Measurement</u> compare, describe and solve practical problems for time recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	PD: Confidence & Independence Reading and writing larger numbers aloud. PD: Collaboration & Communication role play area: set up a classroom shop to "buy" and "sell" items using coins. PD: Confidence & Independence Talk about events in the day ("I brush my teeth at 7 o'clock") to sequence time
Science	<u>Animals, including humans 2 - All about animals</u>	<u>NC Link:</u> -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	PD: Develop empathy by learning about the needs of different animals. Strengthen communication by describing and comparing animals. Build teamwork skills through group classification tasks. Encourage curiosity about the natural world through observation and discussion.
Computing	<u>Animated stories</u>	<u>NC Link:</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	PD: Responsibility – creating animated stories for younger pupils. Are they appropriate?
Geography	<u>The Weather</u>	<u>NC Link:</u> Human & Physical Geography: to know seasonal and daily weather patterns in the UK and wider world Geographical skills & Fieldwork: to use a variety of maps and know they can be used for different purposes (weather map)	PD: how does weather affect our choices (discuss how to prepare & stay safe in different weather types)



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DT	<u>Collage and 3D design</u>	<u>NC Link:</u> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <u>Activities:</u> Collage flowers Natural materials Design mini garden Create.	<u>PD: Creativity & Imagination</u> – visualise ideas in 2D and 3D. <u>Emotional development and well-being</u> - Sense of belonging and pride.
PSHE	<u>Living in the Wider World</u>	<u>NC Link:</u> Respect differences and diversity in communities.	<u>PD: ROAD SAFETY:</u> to walk safely on a pavement. When and where is it safe to cross the road?
PE	<u>Hit Catch and Run Unit 1</u>	<u>NC Link:</u> Some awareness of rules, simple self-monitoring (e.g. control, coordination) - To select a space to throw a ball into; to track and collect a rolling ball; to catch a ball to stop a score; to use our hands to hit a ball; to work as a team to score points.	<u>PD: Fair play & self assessment</u> Enjoy taking part and experimenting with different movements. Celebrate effort and participation, showing confidence in trying new activities
RE	<u>Living</u>	<u>NC Link: 1.6</u> <u>How and why do we celebrate special and sacred times?</u> <u>Suggested Activity:</u> We can celebrate different faiths through music, crafts, and food.	<u>PD: Joy in diversity & cultural appreciation.</u>
Music		<u>NC links:</u> Experiment with, create, select and combine sounds. <u>Charanga:</u> Pop. <u>Your Imagination.</u>	<u>PD: Self-expression and confidence through composing.</u>
Educational visits/ workshops:			