

Music

Rickleton Primary School Curriculum Vision

We aim to provide a creative, inclusive, challenging real-world curriculum relevant to the local and world-wide context of Rickleton Primary School today. Learning, built on the development of strong basic skills, will inspire deep knowledge and transferable skills which progress from each individual's starting points.

We want to inspire curious and ambitious learners, with a passion for education, giving them a thirst for knowledge to become the innovators and problem solvers of the future. By immersing children in an environment which celebrates tolerance and equality, children will learn to communicate their thoughts and opinions in respectful ways.

At Rickleton Primary School, we believe that children thrive and build resilience in an environment which is safe, inclusive and supportive of their well-being. By providing this environment, we believe every child is able to achieve their best possible outcomes and feel celebrated for who they are. Our curriculum supports learners to be proud to achieve their potential academically, socially and emotionally whilst encouraging them to become ambitious life-long learners.

Intent, Implementation, Impact

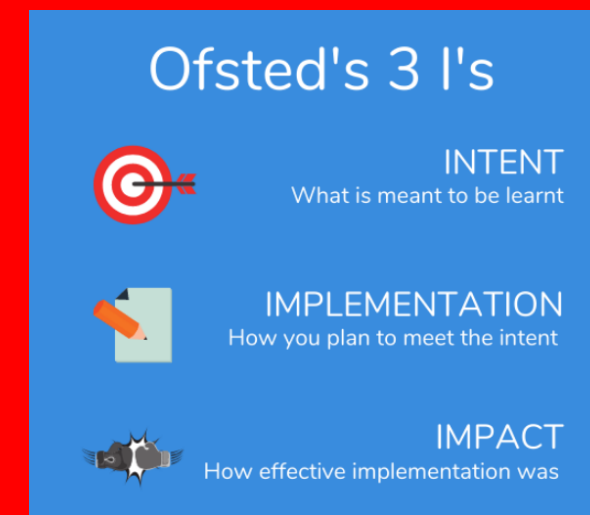
The phrase ‘intent, implementation, impact’ first came to light in 2019 when the new Ofsted inspection framework was launched. The big shift in focus was away from inspectors attempting to judge the quality of teaching and learning by observing lessons. Instead, the focus is now on attempting to judge the quality of education a school provides by, at least in part, interrogating its curriculum and its impact on pupils.

“The *intent* of the curriculum is the content you expect children to learn”

“The *implementation* of the curriculum is concerned with how you realise your intentions”

“The *impact* of the curriculum lies in whether students have learnt the things you’ve taught them”

The next three slides set out how each subject in our curriculum is designed and delivered in order to support our children to be successful. It should be clear how what they do and achieve in one subject supports the overall vision for our pupils.



Curriculum Intent

Music INTENT	We INTEND our curriculum to be:	
<p>Our intention is that all children, regardless of starting points, background, individual needs and ability, are inspired to develop a love of music.</p> <p>By studying a carefully planned variety of music from local, national and world-wide cultures, they will gain a firm understanding of the impact music, past and present, can have on the lives of a range of people and cultures. Children will grow as creative learners, through improvising, composing and performing in a variety of formats. Our aim is to create performers who are proud to achieve, with the confidence to share their skills both with their peers and wider audiences. They will develop resilience, showing an ability to adapt when ideas do not work.</p> <p>From EYFS through to the end of KS2, we aim to support all learners to investigate and explore; developing a curiosity and passion for the subject. Pupils will respectfully communicate their ideas, using appropriate musical language and celebrate the validity and importance of all styles of music. They will develop an unbiased respect for the role that music may have in any person's life, including way music can be used to support wellbeing and to overcome a variety of personal challenges; allowing all children to thrive.</p> <p>We are committed to ensuring children understand the value and importance of music in the wider community, and can use their transferable musical skills, knowledge and experiences in a variety of contexts and across a variety of subjects.</p>	Creative	Provide opportunities to create through improvisation and composition in a safe environment, using a wide range of musical sounds and instruments. Record ideas in a variety of ways.
	Inclusive	Be inclusive and welcoming to all learners no matter their ability, individual need, background or starting point.
	Relevant to local and world-wide context	Study a wide range of modern music and music from the past. Explore music of individuals, groups and well-known composers, as well as exploring local music, national music and music from across the World.
	Create transferable skills	Able to apply skills across a range of sounds and instruments. Cross-curricular links to science (sound), PE (movement, co-ordination), PSHCE/Well-being (enjoyment, mental health etc)
	Inspirational	Inspire learners by encouraging children to enjoy a variety of music – finding instruments they enjoy or want to play themselves. Giving a sense of achievement. Create future musicians and performers.

Curriculum Implementation

Music IMPLEMENTATION	Real-world Opportunities:	Big ideas:
<p>Our music curriculum ensures opportunities to be creative are built into termly planning. Lessons are inclusive, supporting all children regardless of their individual starting point, allowing all learners to thrive. The use of interactive resources such as Charanga supports staff as well as pupils, ensuring opportunities to apply the language of music, regularly re-visit musical elements to embed children’s understanding and make links with other subjects are built in from EYFS through to Year 6; creating transferrable skills and enhancing and further developing children’s understanding.</p> <p>By allowing children to listen, appraise, improvise, compose and perform, focussing on the inter-related dimensions of music, children are encouraged to be curious and passionate about the subject and value it’s importance in the wider World as well as understand the benefits of using Music as a tool to support well-being. Children are encouraged to become respectful communicators, careful listeners and develop their resilience recognising that musical ideas do not always work.</p> <p>Throughout their time at Rickleton, opportunities to work with inspirational local musicians, skilled in different styles and instruments as well as musicians from a variety of World-wide contexts are carefully planned across the curriculum. Children regularly experience enrichment opportunities and perform in a variety of settings, celebrating the successes of their peers and being proud of their own achievements.</p>	<p>Handle and investigate real instruments such as instruments from a range of countries and cultures.</p> <p>Visitors from different musical companies, schools and organisations to support knowledge of instruments, sounds and musical genres.</p> <p>Understanding music from different periods in history and different places in the world. Including placing these on chronological time lines.</p> <p>Link with DT to experience the creation of their own musical instruments.</p> <p>Reading musical notation and understanding this linking to mark making.</p> <p>Risk taking as part of musical composition, developing confidence and experimentation skills.</p> <p>Keeping a steady beat and understanding time.</p>	<p>Listening and Appraising – Pupils are inspired by listening and appraising relevant local and world-wide music, explaining their likes and dislikes confidently using the language of music.</p> <p>Creating and Composing - Pupils create through improvisation and composition in a safe environment, using a wide range of musical sounds and instruments. They record ideas in a variety of ways and develop resilience recognising that musical ideas do not always work.</p> <p>Playing and Performing – Pupils play a variety of instruments from across the orchestra building on prior learning to create transferrable skills. They are inspired by real musicians and diverse musical styles; Performing in a variety of settings, celebrating the success of their peers and are proud of their own achievements.</p>

Curriculum Impact

Music IMPACT	The IMPACT of our curriculum will create pupils who are:	
<p>Whilst at Rickleton, children will be inspired by lessons that focus on relevant local and World-wide contexts and by participating in enrichment opportunities, collaborative learning weeks and by the wide variety of musical styles, genres and opportunities they experience throughout the year. They will feel comfortable to be curious, improvise and create unique pieces of music and will participate in inclusive lessons where provision is made to ensure no child is left out and individual needs are catered for. By having access to a varied programme in all key stages, this allows pupils to discover their personal creativity, identify personal strengths, as well as celebrating their individuality.</p>	<p>Curious</p>	<p>Children will be inspired by well-planned lessons and feel comfortable enough to be curious and explore, creating unique sounds and pieces of music.</p>
<p>Collaborative PowerPoints will demonstrate application of key transferrable skills, such as reading and recording musical notation, finding the pulse or keeping a steady beat and will show individual pupils developing their understanding and increasing accuracy when playing instruments. They will also display individuality in a range of examples from the same group of pupils and evidence how children with individual needs or specific musical talents are supported and challenged to demonstrate their true potential.</p>	<p>Passionate</p>	<p>Encourage our pupils to be passionate about music and begin to develop their own musical tastes.</p>
<p>By the end of KS2, our pupils will be passionate about music and have a growing understanding of their own musical tastes. They will be able to communicate respectfully and reflect on their own as well as other's individual compositions, explaining their likes and dislikes confidently using the language of music. Children will articulate confidence to be their own person as a musical composer and develop resilience, feeling confident to tackle new challenges in the future.</p>	<p>Resilient</p>	<p>Children will articulate confidence to be their own person as a musical composer and develop resilience, feeling confident to tackle new challenges.</p>
	<p>Respectful communicators</p>	<p>Children will communicate respectfully and reflect on their own as well as other's individual compositions, explaining their likes and dislikes using the vocabulary of music.</p>
	<p>Proud to achieve</p>	<p>Pupils celebrate their personal strengths as well as celebrate their individuality.</p>

An Aspirational Curriculum

We feel passionately that our children aim high and have huge aspirations for their life ahead. As well as encouraging them to be successful in future studies and work, it is a vital tool for motivation and mental well-being.

We want our curriculum to open pupils' eyes to the things to not just areas in which they feel successful, but also to develop an understanding of the things they enjoy doing. By using a clear focus on real world links and future career paths, children begin to open their eyes to future choices and opportunities from an early age.

Our Aspirational Concepts documents are designed to give children an understanding of what is needed to be successful in all subjects, as well as potential future opportunities linked to the subject. Simplified language for younger pupils means that children grow in their ability to articulate their aspirations for their future.



Great accomplishments
start with great aspirations.

Gary Hamel

To be a Musician, I...

SINGING	LISTEN AND APPRAISE	MUSICIANSHIP	COMPOSE AND IMPROVE	PERFORM AND EVALUATE
Learn and perform songs with confidence, clarity and enthusiasm.	Have deep knowledge of musical styles and genres, and understand how music can impact on emotions.	Understand pattern and structure, and apply this when performing and composing.	Share my ideas imaginatively and creatively, both individually and collaboratively, knowing that problems can have many solutions.	Enjoy performing music, from memory and notation, range of instruments.

To be a Musician, I...



SINGING
Learn and perform songs

LISTEN AND APPRAISE
Discuss how listening to different pieces of music make me feel.

MUSICIANSHIP
Perform songs controlling how and when I play.



COMPOSE AND IMPROVE
Create music to play and find ways to make it even better.

PERFORM AND EVALUATE
Enjoy performing music, with different instruments.

Performing Artist	Sound Engineer	Producer	Tutor	Choreographer
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To be a Musician, I...

SINGING	LISTEN AND APPRAISE	MUSICIANSHIP	COMPOSE AND IMPROVE	PERFORM AND EVALUATE
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Share my ideas imaginatively and creatively, both individually and collaboratively, knowing that problems can have many solutions.

PERFORM AND EVALUATE
Enjoy performing music, from memory and notation, range of instruments.

Performing Artist	Sound Engineer	Producer	Tutor	Choreographer
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<p>SINGING</p> <p>Learn and perform songs with confidence, clarity and enthusiasm.</p>	<p>LISTEN AND APPRAISE</p> <p>Have deep knowledge of musical styles and genres, and understand how music can impact on emotions.</p>	<p>MUSICIANSHIP</p> <p>Understand pattern and structure, and apply this when performing and composing.</p>	<p>COMPOSE AND IMPROVE</p> <p>Share my ideas imaginatively and creatively, both individually and collaboratively, knowing that problems can have many solutions.</p>	<p>PERFORM AND EVALUATE</p> <p>Enjoy performing music, from memory and notation, range of instruments.</p>
<p>Can choose favourite songs I enjoy singing?</p> <p>Am happy to sing in front of peers or an audience?</p> <p>Can practise and improve the way I sing songs?</p> <p>Can sing different parts of songs when singing as a group?</p> <p>Can perform actions and movements in time, whilst singing?</p>	<p>Can name a range of musical styles and genres?</p> <p>Can identify the styles or genre of a piece of music I am listening to?</p> <p>Can discuss the type of mood a piece of music creates?</p> <p>Can suggest a piece of music to support how someone is feeling (eg sad, anxious, excited)?</p>	<p>Can hear and clap a pattern or rhythm in a range of pieces of music?</p> <p>Can identify and discuss features of pieces of music (eg intro, chorus etc)?</p> <p>Can apply different musical structures when composing a piece of music?</p> <p>Can show dedication to practise meaning that the performance improves?</p>	<p>Can work individually to create a piece of music in a set style or for a set purpose?</p> <p>Can work in a pair to create a piece of music in a set style or for a set purpose?</p> <p>Can work in a group to create a piece of music in a set style or for a set purpose?</p> <p>Can modify a piece of music I have created to make it more effective or suitable to the purpose?</p>	<p>Can identify a range of instruments by appearance?</p> <p>Can identify a range of instruments from the sound it makes, including when played in a group?</p> <p>Can name different instrument types eg brass, woodwind, percussion and which instruments belong in each group?</p> <p>Can use different techniques to play a range of instruments?</p>
<p>Performing Artist</p>	<p>Sound Engineer</p>	<p>Producer</p>	<p>Tutor</p>	<p>Choreographer</p>

Building from the Early Years

With the National Curriculum beginning from Year 1, the education in the EYFS (Early Years Foundation Stage) is often overlooked. We have always seen huge importance in making sure that learning for our youngest pupils is a building block for their future.

Staff have worked hard to ensure full coverage of the Early Years Foundation Stage profile, combined with positive integration in to the National Curriculum. Our core teaching schemes (Read Write Inc, Reading and Writing at Rickleton, NCETM Maths) all extend down to pupils in Reception and even Nursery for those who attend.

For the broader curriculum, the documents shown on the next slides support teachers to ensure they are aware of the foundation concepts which children bring from the EYFS in to the subjects taught in KS1 and 2, allowing staff to effectively build on prior learning.



Music in the Early Years

In the EYFS, foundational skills and knowledge set the stage for musical learning. Music in EYFS is integrated through playful activities that encourage children to explore sound, rhythm, and movement, often using simple instruments, singing, or body percussion. Through these experiences, children develop an understanding of basic musical elements such as beat, rhythm, tempo, and pitch, as well as an appreciation for creative expression. Communication and language skills support musical learning by enabling children to follow rhythmic patterns, repeat lyrics, and sing songs together, enhancing their listening and vocal abilities. Children in Nursery develop their musical awareness through their Phonic curriculum, learning to differentiate between a range of environmental sounds, developing an awareness of how instruments sound and are played and respond to rhythm and rhyme.

The children at Rickleton take part in weekly 'Big Sing' sessions, in which, they learn to sing in chorus to topic related songs alongside the core Nursery rhymes. The children also apply their knowledge of familiar tunes to sing unknown lyrics. The children in EYFS, also take part in weekly Music lessons to directly teach key knowledge and skills. Through Nativity performances and class assemblies, children's Personal, Social and Emotional development is supported as they develop the confidence and ability to perform to an audience. Expressive Arts and Design introduces children to a variety of musical sounds and instruments, encouraging them to experiment with sound and explore music as a form of self-expression.

Physical development also plays a role, as movement to music helps children understand rhythm physically, coordinating their movements to the beat. These early experiences provide a strong foundation for music education in the National Curriculum, where in Key Stage One children begin learning to listen critically, perform simple pieces, and create their own music. By nurturing rhythm, listening skills, and creative confidence in EYFS, children are well-prepared for more structured music lessons, ready to explore music's formal elements and build on their ability to appreciate and create music.

Curriculum Skill Progression

EYFS Music Skills

Listen and Appraise	Performance and Evaluation	Singing	Musicianship	Composition and Improvisation
<p>To listen and appraise classical music e.g. Vivaldi's Spring from the Four Seasons, The Planets Orchestral Suite by Gustav Holst Listen and respond to different styles of music e.g. classical, Samba played at Brazilian carnivals. To appreciate music from different cultures e.g. African Music, Chinese dragon dancing music</p>	<p>Perform to an audience e.g. school assemblies, harvest festival and nativities Project my voice Speak in a loud and clear way Perform as part of a small group e.g. Nursery Rhyme week Use facial expression, my voice and my body to act out a piece of music/song. Talk about others performance using simple language e.g. how it made me feel, my favourite part Link what I have heard to personal experience</p>	<p>Sing Nursery Rhymes & familiar songs linked to topics To sing 'Tiny Tweeties' as part of 'Big Sing' lessons and use during routines Sing songs off by heart Use sounds to warm up my voice Sit up straight and extend my diaphragm Project my voice Alter the tone and dynamic of my voice when singing to express emotion Begins to build a repertoire of songs and dances.</p>	<p>Explore rhythm and beat through clapping, tapping or stomping Explore and use pace and tempo Explore and use musical instruments Explore different sounds Explore dynamic Know how different instruments are played e.g. strum, bang Experiment with ways of changing them.</p>	<p>To use body percussion to compose a repeating pattern Begin to explore notation using tea and coffee Compose songs Sing songs to a familiar tune making up our own lyrics Mimic sounds using voice, instruments and everyday objects e.g. rice in a shaker to mimic the rain</p>

EYFS Music Knowledge

Autumn

<p><u>Performance and Evaluation</u></p> <ul style="list-style-type: none"> I know some simple dances and can move to the rhythm of a song I can perform in front of an audience. 	<p><u>Singing</u></p> <ul style="list-style-type: none"> I know some nursery rhymes and Christmas songs by heart 	<p><u>Musicianship</u></p> <ul style="list-style-type: none"> To name musical instruments To know how different instruments are played To experiments with making different sounds using instruments
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Spring

<p><u>Composition and Improvisation</u></p> <ul style="list-style-type: none"> I can generate patterns in Music using bells 	<p><u>Performance and Evaluation</u></p> <ul style="list-style-type: none"> I can perform in front of an audience with growing confidence 	<p><u>Singing</u></p> <ul style="list-style-type: none"> I know some songs by heart I know about beats, pace and tempo I know instruments make different sounds I understand the importance of good posture when singing I understand the importance of breathing exercises to warm up my voice I can add movement to sound to warm up and relax different body parts 	<p><u>Musicianship</u></p> <ul style="list-style-type: none"> I know I can change the words to some songs I am beginning to know how long a crotchet and quaver last I play crotchets and quavers on a glockenspiel I can explore the pulse and rhythm of music To use instruments and body percussion to add sound effects to stories e.g. The Bear Hunt
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Summer				
<u>Composition and Improvisation</u>		<u>Singing</u>		<u>Musicianship</u>
<ul style="list-style-type: none"> I know how to move to different styles of music 		<ul style="list-style-type: none"> I can make up my own songs using a familiar beat or tune I can sing a range of songs off by heart I can sing some songs from popular culture e.g. Reach for the Stars, Count on Me 		<ul style="list-style-type: none"> I know I can change the words to some songs I am beginning to know how long a crotchet and quaver last I play crotchets and quavers on a glockenspiel Understand terms beat, rhythm, tempo and pace
<ul style="list-style-type: none"> I know how to make up my own song and share and perform to a group I can create my own beat using crotchets (tea) and quavers (coffee) Play a range of percussion instruments 				
Key Vocabulary				
Listen and Appraise	Performance and Evaluation	Singing	Musicianship	Composition and Improvisation
Nursery rhymes, song, instruments, percussion, listen, hear, music, sound, loud, quiet, fast, slow, high, low, beat, rhythm, tune, instrument, song, feelings	Dance, move, style, compose, perform, play, sing, clap, watch, audience, stage, show, practice, try, improve, together, listen, enjoy	Song, tempo, pitch, duration, sing, voice, loud, quiet, soft, high, low, warm-up, tune, melody, song, choir, breath, long, short, happy, sad	Change, beat, rhythm, tempo, pace, beat, rhythm, clap, tap, move, fast, slow, high, low, pattern, sound, instrument, play, listen, follow, copy, call and response	make, create, play, try, change, sound, idea, new, different, tune, music, instrument, beat, rhythm, explore

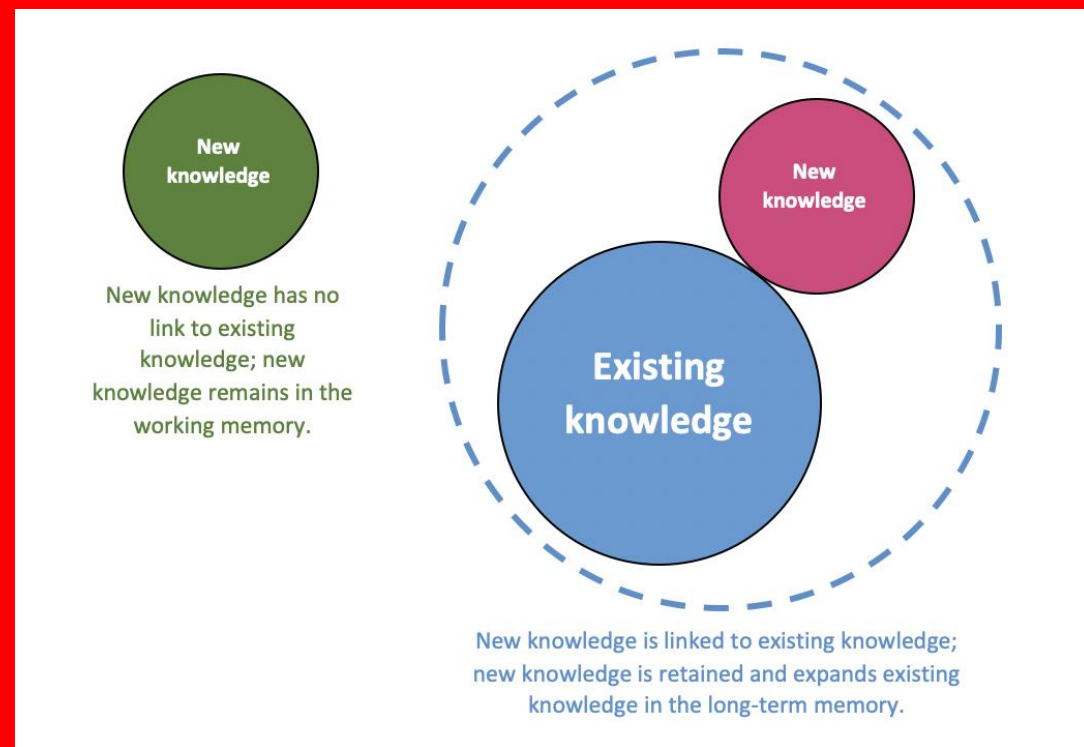
Knowing More, Remembering More



“Learning is defined as an alteration in long-term memory. If nothing has been altered in long-term memory, nothing has been learned.” (Kirschner, Sweller and Clarke, 2006)

Learning happens when pupils make sense of ideas in relation to what they already know. When we talk about knowledge in the long-term memory, we often refer to this as Sticky learning. Sticky learning is effectively the knowledge that stays with us forever.

In order to allow our pupils’ knowledge to stick, subjects are planned progressively to return to topics, themes and concepts which children recognise and can build upon. We called these themes Golden Threads.



Golden Threads which run throughout the curriculum are:

THREAD	OVERVIEW	IMPORTANCE TO BROADER UNDERSTANDING AT RICKLETON
Listen and Appraise	Listening to music is fundamental to musical understanding. By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener.	Music is one of the central building blocks of any culture and the shared knowledge of music is crucial to provide a creative, inclusive, challenging real-world curriculum relevant to our local cultural capital and in understanding where we came from and our place in the world.
Singing	Through good vocal production, careful listening and well-developed sense of pitch, pupils should be able to sing in harmony and with musical delivery by the end of KS2.	Singing supports our pupils to communicate their thoughts, feelings, ideas and opinions. Building on the development of strong basic skills will inspire a deeper knowledge and transferrable skills which progress from each individual's starting points.
Improvise and Compose	Creating music through improvisation and starting to learn compositional techniques and structures.	Improvisation and compositions inspires curious and ambitious learners, with a passion for education, giving them a thirst for knowledge and to support them in becoming the innovators and problem solvers of the future.
Instrument Tuition	Develop facility in playing untuned percussion, tuned percussion or a melodic instrument.	Instrument tuition allows children to thrive and build resilience in an environment which is safe, inclusive and supportive.
Perform	Creating opportunities for all pupils to celebrate, share and experience music of all kinds	Developing skills of performance provides an environment where every child is able to achieve their best possible outcomes and feel celebrated for who they are. Our curriculum supports learners to be proud to achieve their potential.

The objectives of each thread are:

GOLDEN THREAD	Learning Objectives:
Listen and Appraise	<ul style="list-style-type: none"> - Develop an understanding of the History of music, identifying different instruments, musical traditions, great composers and musicians. - Listen with concentration and attention to detail and identify musical elements they have heard, such as pitch, dynamics, tempo, timbre, texture and structure. - Identify music by it's musical style, sharing own preferences about music. - Understand how music can impact our emotions.
Singing	<ul style="list-style-type: none"> - Learn how to warm up voices to ensure good vocal health. - Learn to sing and to use voices collectively and at the same pitch. - Use voices expressively and creatively by singing songs, speaking chants and rhymes, singing in a round etc. - Sing a broad range of songs, with a sense of ensemble and performance.
Improvise and Compose	<ul style="list-style-type: none"> - Experiment with, create, select and combine sounds using the inter-related dimensions of music; pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. - Improvise and compose music for a range of purposes. - Create music individually and collaboratively.
Instrument Tuition	<ul style="list-style-type: none"> - Explore and play a variety of tuned and untuned instruments. - Engage with others through ensemble playing, taking on melody or accompaniment roles. - Read and play music from musical notation in it's many forms. - Develop the basic skills of a selected musical instrument over a sustained learning period.
Perform	<ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts. - Play tuned and untuned instruments. - Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. - Evaluate the success of their own performance and the performance of others. - Use accurate musical vocabulary in evaluations.

THREAD	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su
Listen and Appraise	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Singing	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Improvise and Compose	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Instrument Tuition	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Perform	x	x		x		x	x	x		x	x		x		x		x	x

THREAD	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Appraise						
Singing	The Menu Song – Musical Theatre Football Song - Rhythmic Chants As I was walking down the Street – Jig Progression snapshot – Rain is falling down	Tony Chestnut – Action Song Grandma Rap – Rap Music Swing along with Shostakovitch – 20 th Century Classical Progression snapshot – Hi Low Chikka Low	I’ve Been to Harlem – Traditional music Latin Dance – Latin Music Chilled Out Clap Rap – Rap/percussive Music Progression snapshot - Tongo	This Little Light of Mine – Gospel Music Nanama – Ghanaian Music Favourite Song – Folk Music Progression snapshot – I Wanna Sing Scat	What Shall we do with a Drunken Sailor? – Sea Shanties Mudina tun nabi – Islamic Music Three Little birds – reggae Music Progression snapshot – Hey Ho! Nobody Home.	Hey Mr Miller – Swing Music You to me are everything – 1970’s Soul Music Ain’t Gonna Let Nobody – Gospel/Protest Music Progression snapshot – Throw Catch
Improvise and Compose						
Instrument Tuition	Untuned percussion Tuned Percussion - Glockenspiel	Untuned percussion Ocarina – Wind Instrument	Tuned percussion – Glockenspiel Recorder – Wind Instrument	Tuned percussion – Boom whackers	Ukulele – Stringed Instrument	Keyboard – Electronic
Perform	Class assembly - singing Autumn term performance - singing	Class assembly - singing Summer term performance - singing	Class assembly – recorders Class assembly - singing	Class assembly – singing Autumn term performance - singing	Class assembly – singing and Ukulele Autumn term performance - singing	Class assembly – singing Leaver’s Performance – Singing



Whole School Linked visit/visitor:
 Autumn Term: Live Theatre Performance Spring Term: Live Musical Performance