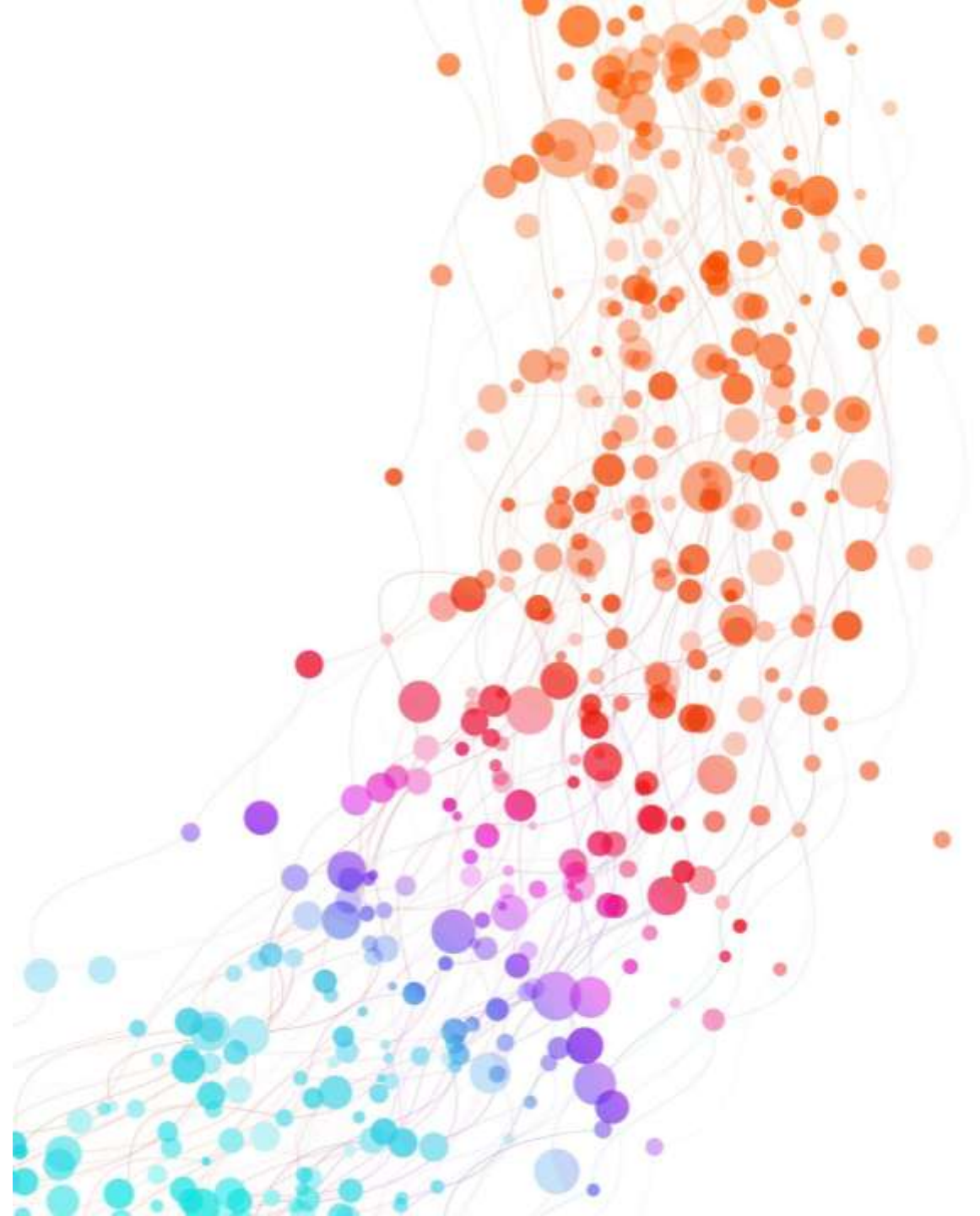




PIONEER CURRICULUM STREAMLINING

2025-26



FDP 25-26

<p>2: Curriculum</p>	<p>2.0: To streamline the Pioneer curriculum to ensure the progression of skills, knowledge and end points are clear & interlinked across all year groups and within the planning documentation used by staff.</p> <p> Pioneer Curriculum Steamlining.docx</p>	<p>SLT (KV, AB, HW, JP)</p> <p>Pioneer Staff</p> <p>The new streamlined Pioneer curriculum enables all staff to understand and utilise fully the progression of skills/knowledge gained & end points for all subjects from EYFS through to UKS2.</p> <p>External curriculum reviews (Sept & Feb) by 'Frances Nation' (frances.nation@talktalk.net) shows that the new streamlined Pioneer curriculum is fit for purpose and judged as well created and sequenced. FN Review Report</p> <p>Staff will feedback questionnaires T2, T4, T6 that they have curriculum intent clarity and that this enables their planning and assessment to coordinate effectively and for them to analyse next steps in learning more effectively.</p> <p>Ultimately, leading to a stronger Quality of Education and pupil outcomes. Outcome data walls 25-26 & External monitoring will validate - SEO, SIP, SIAMS & Ofsted.</p>	<ul style="list-style-type: none"> July 25- Curriculum templates- 1) Streamlined Maps, 2) Overview 3) MTPs. <ul style="list-style-type: none"> - Subject Teams and Leads (L) - Crib doc for combining of previous docs into 1 overview per subject - Overview example developed- 'Music' - External scheme for some subjects agreed- PSHE and Computing scheme- scarf & Kapow Sept 25- Frances Nation curriculum streamlining review- see Sept report Oct 25- Jan 26: Streamlining in SL teams (to include cycle 1 MTPs) See staff Meeting agendas 25-26. Jan 26- Staff begin to use new curriculum formats. - Frances Nation Feb curriculum final review- see Feb report- pupil and staff voice Feb 26- Curriculum policies updated to reflect new look curriculum overviews April 26- SIP/SEO/Ofsted – external reviews on new look Pioneer curriculum July 26- SM 26-27 MTPs cycle planned in for updates. Further adjustments planned in made from 26-27 from staff feedback 	<p> : Frances Nation curriculum streamlining review- see Sept & Feb reports</p> <p> : JM LA & LD - D External monitoring SEO, SIP, SIAMS & Ofsted reports</p>
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The national curriculum has been completed for each subject. No subject leader needs to edit this section.



Music Curriculum Overview			
2025-27			
	EYFS	KS1	KS2
<u>National Curriculum</u>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none">▪ Sing a range of well-known nursery rhymes and songs.▪ Perform songs, rhymes, poems and stories with others, and – when appropriate –try to move in time with music.▪ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.▪ Make comments about what they have heard and ask questions to clarify their understanding.▪ Offer explanations for why things might happen, making use of recently introduced vocabulary from rhymes and poems when appropriate.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">▪ use their voices expressively and creatively by singing songs and speaking chants and▪ rhymes▪ play tuned and untuned instruments musically▪ listen with concentration and understanding to a range of high-quality live and recorded▪ music.▪ experiment with, create, select and combine sounds using the inter-related dimensions of music.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">▪ play and perform in solo and ensemble contexts, using their voices and playing musical▪ instruments with increasing accuracy, fluency, control and expression▪ improvise and compose music for a range of purposes using the inter-related▪ dimensions of music▪ listen with attention to detail and recall sounds with increasing aural memory▪ use and understand staff and other musical notations▪ appreciate and understand a wide range of high-quality live and recorded music drawn▪ from different traditions and from great composers and musicians▪ develop an understanding of the history of music.

Each terms unit will need to be a question e.g. for term 2 UKS2 26-27 the unit is Evolution of Music – How has music evolved?

The curriculum map:

The curriculum map needs to be updated with the learning questions that underpins that subject.

Music Curriculum - 2 Year Cycle – Intent						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
ETFS	Who am I and where do I live? Well-known songs linked to topic	Why do we celebrate? Well-known songs linked to topic/ Nativity songs	Who helps us? Exploring percussion instruments/ Well-known songs linked to topic	What happens in fairyland? Exploring percussion instruments/ Well-known songs linked to topic	How does it grow? Exploring percussion instruments/ Well-known songs linked to topic	What do we know about water? Exploring percussion instruments/ Well-known songs linked to topic
KS1 25-26	Songs about me	Local music/musicians/nativity songs	Music inspired by animals/exploring percussion	Compose own music about oceans/using notation	Exploring different periods of music	Songs linked to the topic
KS1 26-27	Exploring percussion	Toy music/nativity songs	Composing own music	Music from around the world	Music linked to famous faces	Garden music
LKS2 25-26	Exploring percussion	Appraising Tudor music/Christmas songs	Learning an instrument	Setting words to music	Composing tone poems based on Smetana's 'Vltava'	Production songs
LKS2 26-27	Samba band/make your own instruments	Jungle book/Christmas songs	Musical world of Roald Dahl	Sending musical messages	Composing graphic scores	Production songs
UKS2 25-26	Appraising war music/WW2 songs	WW2 songs/Christmas songs	Sending texts to music	Learning an instrument	History of music	Production songs
UKS2 26-27	Coded musical messages/notation	Evolution of music	Egyptian music/ own composition	Old Music/ Hall songs	Songs from 'Oliver'	Production songs

[illegible]

Music Units (e.g. listening, composing, performing etc.) **Intent**

Skills and Knowledge Progression (Arbor statements) for the subject units

Highlighted where they come within the 2 year cycle e.g. (T1 25-26)

EYFS	KS1	LKS2	UKS2
Listening			
<p>Listen to music. Understand that dynamics describe the volume of the music.</p> <p>Listen to and copy a simple rhythm or melody.</p> <p>Begin to describe a piece of music.</p> <p>Begin to understand what pulse means.</p> <p>Begin to understand what rhythm means.</p> <p>Begin to recognise some musical instruments and the different sounds they make.</p>	<p>Listen to music with sustained concentration. (T1 25-26)</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Listen to, copy and repeat a simple rhythm or melody.</p> <p>Use the correct musical language to describe a piece of music.</p> <p>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.</p> <p>Find the pulse whilst listening to music and using movement.</p> <p>Build an understanding of the pulse and internalise it when listening to a piece of music.</p> <p>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.</p> <p>Recognise different instruments.</p> <p>Discuss feelings and emotions linked to different pieces of music.</p> <p>Understand that pitch describes how high or low sounds are.</p> <p>Understand that tempo describes how fast or slow the music is.</p> <p>Understand that dynamics describe how loud or quiet the music is.</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to.</p>	<p>Listen with direction to a range of high-quality music. Understand that structure describes how different sections of music are ordered.</p> <p>Understand that texture describes the layers of sound in music.</p> <p>Listen to and recall sounds with increasing aural memory.</p> <p>Use musical language to appraise a piece or style of music. Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</p> <p>Find the pulse within the context of different songs/music with ease.</p> <p>Confidently recognise a range of musical instruments.</p> <p>Copy increasingly challenging rhythms using body percussion and un-tuned instruments where appropriate.</p> <p>Recognise a range of musical instruments and the different sounds they make.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Understand that timbre describes the quality of musical sounds from an instrument.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</p> <p>Appropriately discuss the dimensions of music and recognise them in music heard. Develop an increasing understanding of the history and context of music.</p> <p>Deepen an understanding of how pulse, rhythm and pitch work together.</p> <p>Deepen an understanding of how pulse, rhythm and pitch work together.</p> <p>Confidently recognise a range of musical instruments and the different sounds they make.</p>

To complete the units:

The Arbor statements can be found [G:\Shared drives\Pioneer Curriculum\Curriculum 25-27\Curriculum Subject Overviews 25-27\Arbor assessment statements](#)

Use the Arbor statements to complete this section. If you have a subject like music where it is divided into areas such as listening, composing etc. make sure the Arbor statements are relevant to the titles.

End Points (NC) (IMPACT)

<p>Pupils at the expected level of development at the end of EYFS will be able to:</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Offer explanations for why things might happen, making use of recently introduced vocabulary from rhymes and poems when appropriate. 	<p>Pupils at age related expectation for the end of KS1 will be able to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Pupils at age related expectation in LKS2 will be developing their skills in all of these areas:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<p>Pupils at age related expectation at the end of KS2 will be able to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.
<p>Vocabulary progression Core & Aspirational</p>			
<p>Dynamics Tempo</p>	<p>Dynamics Tempo Pitch Duration Graphic Score</p>	<p>Dynamics Tempo Pitch Duration Texture Graphic Score Western Notation</p>	<p>Dynamics Tempo Pitch Duration Texture Timbre Graphic Score Western Notation</p>

Complete the End Points/ Impact with the National curriculum statements.

Complete the vocabulary. mark the aspirational vocabulary in purple.

MTP'S

- Transferred over to updated template
- Check and ensure all 2 years cycle are complete – less is more cover the curriculum and don't afraid to reduce amount of lessons for quality
- Track the skills and knowledge from the MTP to the overview
(i.e T1 25-26 etc)

Which NC statements are beung developed or expected to be achieved by the end of this

Implementation		
Medium Term Plan (EYFS/KS1/LKS2/UKS2- (delete as appropriate) Year: (25-26 or 26-27) Term: (1-6) (delete as appropriate)		
Subject:		
Key Concept/ Theme:		
Skills and Knowledge for subject units: (these are taken from the Curriculum Overview Document)		













Summative End Points: Which NC statements from the overview document are expected to be achieved or specifically developed? (these are taken from the Curriculum Overview Document)

Music Units (Arbo)	
Skills and Knowledge Progression (Arbo)	
Highlighted where they come within t	
KS1	Listening
	<p>Listen to music with sustained concentration. (T1 25-26)</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Listen to, copy and repeat a simple rhythm or melody.</p> <p>Use the correct musical language to describe a piece of music.</p> <p>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.</p> <p>Find the pulse whilst listening to music and using movement.</p> <p>Build on understanding of the pulse and internalise it when listening to a piece of music.</p> <p>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.</p> <p>Recognise different instruments.</p> <p>Discuss feelings and emotions linked to different pieces of music.</p> <p>Understand that pitch describes how high or low sounds are.</p> <p>Understand that tempo describes how fast or slow the music is.</p> <p>Understand that dynamics describe how loud or quiet the music is.</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to.</p>

Knowledge organiser examples/template for subjects that need them – saved here

G:\Shared drives\Pioneer Curriculum\Curriculum 25-27\Templates 25-27

Widgit online logins set up for each school for the vocabulary section.

Ancient Egypt UKS2 Term 3		
Can we prove that ancient civilisations were real?		
Key Vocabulary		
 Pyramid: A stone structure with a square base leading to a point at the top used as a royal tomb in Ancient Egypt.	 Mummification: The process of preserving a body after death in preparation for the afterlife.	 Papyrus: a plant that grew on the banks of the River Nile and used as an early form of paper.
 Pharaoh: The ruler of Ancient Egypt.	 Sarcophagus: A large stone box that held a mummy's coffin and richly decorated for Pharaohs.	 Hieroglyphics: A type of writing that used a combination of symbols and pictures.
 Dynasty: A period of rule when a series of rulers came from the same family.	 Afterlife: The place where Egyptians believed they would go after they died.	 Canopic jars: Special jars that held the organs of a mummy including the lungs, intestines, stomach and liver.
When?		
 Timeline	 ANCIENT EGYPT	 Timeline

I have already learnt about...

Ancient Greece	Stone Age-Iron Age	Significant people
Ancient Rome	Mayans	Using sources
The Tudors	Chronology	Impact of events

Historical knowledge I will learn/gain...








I know the main events of the timeline of ancient civilisation.
 I know how the social hierarchy is organised.
 I know the sources that tell us about this civilisation.
 I know the similarities and differences between the civilisations studied so far.

Where?



Art – collage | KS1 | Term 4

Key Vocabulary

 Collage: A piece of art made by sticking different materials on to a backing.	 Materials:	 Cut:
 Stick:	 Create:	 Mixed media:
 Colour:		

Who? What? When?

Kurt Schwitters



"Merz 53. Red Bonbon"
1920, collage

Rebecca Maloney



"Welcoming Spring"
2023, collage on paper

I have already learnt about...

Cutting
 Sticking
 Using a variety of tools
 Mark make
 Exploring my feeling about artwork
 Complimenting colours

Art knowledge/skills I will learn/gain...

To know the work famous collage artists of Kurt Schwitters & Rebecca Maloney.
 To know how to make textured collages and how to select a particular technique for a chosen product, knowing that different textures can be used for different effects.

TO DO:

- Install **Sassoon infant std** font onto your device **G:\Shared drives\Pioneer Curriculum\Curriculum 25-27\Templates 25-27\Sassoon Fonts**
 - Locate curriculum folders **G:\Shared drives\Pioneer Curriculum\Curriculum 25-27**
 - For reference all MTPs are saved here and will need to be updated to include the skills and progression covered in a term and the end points G:\Shared drives\Pioneer Curriculum\Archived Curriculum Documents\Planning\2024-25\MTPs
 - A music curriculum overview document has been created as an example for reference and saved here G:\Shared drives\Pioneer Curriculum\Curriculum 25-27\Curriculum Subject Overviews 25-27\Music Overview
 - Each subject folder has got a started curriculum overview document saved here G:\Shared drives\Pioneer Curriculum\Curriculum 25-27\Curriculum Subject Overviews 25-27
 - All subjects Arbor assessment statements are saved here G:\Shared drives\Pioneer Curriculum\Curriculum 25-27\Curriculum Subject Overviews 25-27\Arbor assessment statements
 - Any changes made to your curriculum overview needs to be reflected on the MTPs, knowledge organiser and subject assessments at the end of each term.
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NOW:

- Meet as team (Google link for subjects is on the meeting overview)
- Check policy and make any updates if needed
- Discuss organisation of curriculum developments and next meeting (assign jobs and complete in time on Weds, meet online and do as a team on Wednesdays/chosen day)

We will check in and available during meeting times to support
