

Curious-city, NC coverage per subject, 4.0 AWGS



National Curriculum 2014 coverage within Curious-city™ enquiries

KS1	Y1										Y2									
<b>Music</b>	What is my hat made of?	Where is my school?	How do we move around?	Who helps who?	What changes around me?	What are we?	What do artists do?	What grows near me?	How could we play in different ways?	What might I do in the future?	What could my [classroom] be made of?	How do we live a healthy life?	How can we help?	What did Brunel do for Great Britain?	How are schools the same?	How do plants grow near me?	What is a home?	How will we get around in the future?		
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																				

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Light Blue indicates objectives are enhancing  
 Dark Blue indicates objective as lead state of being

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KS2	Y3					Y4					Y5					Y6														
<b>Music</b>	Where does the darkness come from?	How can we find out about people in the past?	What is underneath our feet?	Why did people travel in the past?	How can you feel the force?	How do plants die?	What is the difference between surviving and being healthy?	What is sound?	Why are more people becoming vegetarian?	Why do we live here?	What is creativity?	What should you flush down the loo?	Who has stood here before us?	How can we switch off?	Where does our water come from?	What does the Earth look like from the Solar System?	How can you show what you believe in?	Where is our twin?	How can science help the vulnerable?	Who is trading with whom?	What makes a good performance, great?	How are you helping to save our planet?	What do forces actually do?	How are lives saved?	Who were the greater engineers?	Linnaeus and Darwin - what connects them?	Where does our food really come from?	How do we all live together?	Why are shadows important?	How big is your footprint?
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	To be taught discretely - not included within a specific enquiry																													
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																														

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