

Music

Curriculum Design Document

Springside Rules
Safe
Respectful
Ready

Springside Primary School

Where every child matters and is
prepared for a future of possibilities



Curriculum Design Document

School Context

- ▶ School- Context of our school including data and pupil profile
- ▶ Brief Context- One-page Context drawn from Context slides
- ▶ Curriculum Drivers- 5 key Drivers drawn from the previous slides (Confident Communicators, Life-Long Learners, Global Citizens, Real-Life Specialists, Inquisitive Thinkers)
- ▶ Keeping Children Safe in Education- specific details for this subject

Curriculum

- ▶ Intent- Core intent of the subject (drawn from previous SoW)
- ▶ Induction Guide- key information for staff
- ▶ Steps to Success/Model lesson- Demonstrating what an average lesson in this subject would look like
- ▶ Vocab and Concepts- detailing long-term plans, key vocabulary and concepts taught at each stage
- ▶ Flashback 4- Highlighting key recall and retention questions for each stage
- ▶ End Points- Detailing what pupils need to achieve to be end stage ready at key points

Area Context

- ▶ Bury- Historical and Geographical information about Bury
- ▶ Walmersley- Context, Statistical, Historical and Geographical information about Walmersley

Number on Roll -
Oct 24
246 pupils

SEN summary-
Oct 24
14.3% All SEN
3.7% EHCP
10.6% SEN Support

Free School
Meals summary
Oct 24
25.6%

Looked After
Children
Summary
Oct 24
1.2%

	2021	2022	2023
School % stability	N/A 83	N/A 83	Close to average 81
Pupil base deprivation	Close to average	Close to average	Close to average
School location deprivation	Below average	Below average	Below average

Ethnicities		
Ethnicity	School %	National %
White - British	80	63
Asian or Asian British - Pakistani	7	4

	% Pupils
White - British	77.2%
Pakistani	8.9%
Any Other Asian Background	2.8%
Any Other Mixed Background	2.4%
White and Asian	2.4%
White and Black Caribbean	1.6%
Any Other White Background	1.2%
Any Other Black Background	0.8%
Black - African	0.8%
Bangladeshi	0.4%
Chinese	0.4%
White and Black African	0.4%

2023-24 OFSTED Inspection Dashboard

	2021	2022	2023
School number on roll	Close to average246	Close to average245	Close to average241
School % FSM	Above average26	Above average27	Close to average25
School % SEND support	Close to average13	Close to average13	Below average12
School % EHC plan	Above average2	Close to average2	Above average2.9
School % EAL	Above average11	Close to average9	Close to average11

	EHC plan (7)							
SEND primary need	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Severe Learning Difficulty	1	0	0	0	0	0	0	1
Social, Emotional and Mental Health	0	0	0	0	1	1	1	3
Speech, Language and Communication Needs	1	0	0	0	0	0	0	1
Physical Disability	0	0	0	0	0	0	1	1
Autistic Spectrum Disorder	0	0	1	0	0	0	0	1
Year group totals	2	0	1	0	1	1	2	7

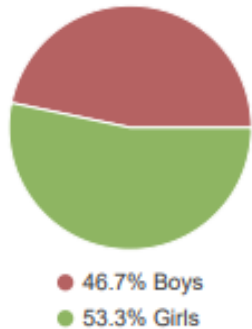
	SEND support (27)							
SEND primary need	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	0	0	0	0	0	1	2	3
Social, Emotional and Mental Health	0	0	0	1	1	2	0	4
Speech, Language and Communication Needs	0	2	5	0	3	1	4	15
Hearing Impairment	0	0	0	1	0	0	0	1
Visual Impairment	1	0	0	1	0	0	0	2
Autistic Spectrum Disorder	0	0	0	0	2	0	0	2
Year group totals	1	2	5	3	6	4	6	27

School Demographics

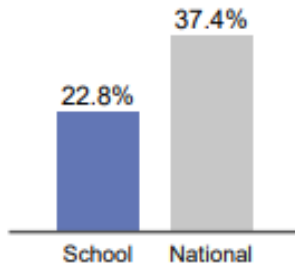
Demographics of Springside Primary School

2024-2025: 246 Pupils

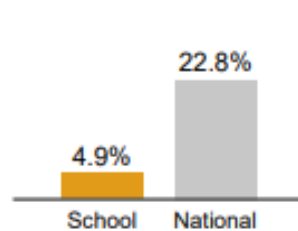
Gender



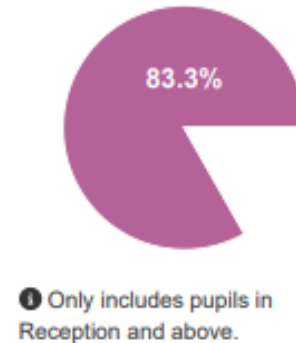
Minority Ethnic Background



EAL

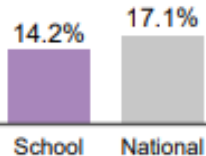


Homegrown Pupils

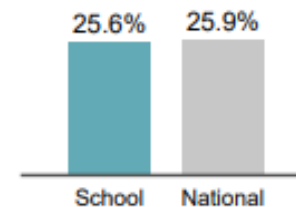


Pupils with SEND

	# Pupils	% Pupils	National
SEN Support	26	10.6%	14.1%
EHC Plan	9	3.7%	3.0%



Ever 6 FSM



Only includes pupils in Reception and above.

Information for consideration in our curriculum

- 13 different languages spoken in school
- 11 out of 17 different ethnic groups
- 9 international new arrivals from Sep 22 to May 23
- Above average free school meals
- School locality is classed as 'less deprived' of all schools (NB, this is because the school is classed as being in the Tottington and Ramsbottom ward which is misleading)
- 83% White British
- 8% Asian/ Asian British/Pakistani
- Speech, Language and Communication Needs is by far the highest SEND primary area of need

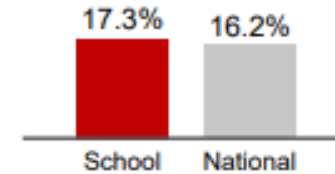
School Demographics

Absence Rates



❗ School absence figures only include pupils in Y1 to Y6. This is to be inline with national reporting.

Persistent Absence



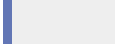
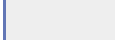
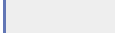
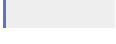
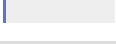
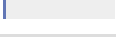
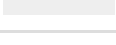
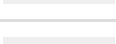
❗ Percentage of Y1 to Y6 pupils who miss 10% or more sessions

Year Groups

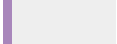
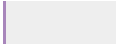
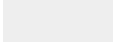
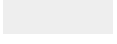
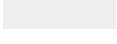
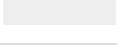
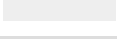
	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Nursery 2	19	8	11	0	2	2	0	0	5.5%
Reception	30	19	11	0	15	1	2	1	5.7%
Year 1	34	20	14	0	14	5	2	1	5.2%
Year 2	35	15	20	0	16	8	5	3	5.3%
Year 3	25	10	15	3	5	8	3	0	3.0%
Year 4	35	17	18	3	5	17	7	1	4.8%
Year 5	33	12	21	4	14	6	4	1	6.7%
Year 6	35	14	21	2	10	13	3	2	4.2%

School Demographics

Ethnicities

	# Pupils	% Pupils
White - British	190 	77.2%
Pakistani	22 	8.9%
Any Other Asian Background	7 	2.8%
Any Other Mixed Background	6 	2.4%
White and Asian	6 	2.4%
White and Black Caribbean	4 	1.6%
Any Other White Background	3 	1.2%
Any Other Black Background	2 	0.8%
Black - African	2 	0.8%
Bangladeshi	1 	0.4%
Chinese	1 	0.4%
N/S	1 	0.4%
White and Black African	1 	0.4%

SEND Specific Needs

	# Pupils	% Pupils
Speech, Language and Communication Needs	20 	8.1%
Social, Emotional and Mental Health	7 	2.8%
Autistic Spectrum Disorder	4 	1.6%
Moderate Learning Difficulty	4 	1.6%
Vision Impairment	2 	0.8%
Hearing Impairment	1 	0.4%
Severe Learning Difficulty	1 	0.4%
Specific Learning Difficulty	1 	0.4%

School Data 2022-23																		
EYFS					Phonics					Year 4 Multiplication Check								
	2022	2023	2024	2025		2022	2023	2024	2025		2022 25/25	2022 15+	2023 25/25	2023 15+	2024 25/25	2024 15+	2024 25/25	2024 15+
School	70%	69%	68%	73%	School	76%	95%	40%	86%	School	56%	97%	28%	73%	24%	93%	24%	76%
Nat.	65%	67%	68%	68%	National	76%	79%	80%	80%	National	30%		29%		34%		37%	

Key Stage 1																			
Reading - expected	2022	2023	2024	2025	Reading - higher	2022	2023	2024	2025	Writing - exp./above	2022	2023	2024	2025	Writing - higher standard	2022	2023	2024	2025
School	63%	64%	67%	54%	School	19%	15%	29%	9%	School	48%	55%	58%	17%	School	0%	6%	17%	0%
National	67%	69%	71%	71%	National	18%	19%	19%	19%	National	58%	60%	62%	64%	National	8%	8%	8%	9%
Maths exp.	2022	2023	2024	2025	Maths - higher	2022	2023	2024	2025	Comb RWM	2022	2023	2024	2025	RWM high	2022	2023	2024	2025
School	63%	67%	67%	40%	School	22%	12%	21%	11%	School	48%	52%	46%	17%	School	0%	6%	17%	0%
National	68%	70%	71%	73%	National	15%	10%	16%	17%	National	53%	56%	57%	59%	National	6%	6%	6%	6%

Key Stage 2																			
Reading - expected	2022	2023	2024	2025	Reading - higher	2022	2023	2024	2025	Writing - exp/above	2022	2023	2024	2025	Writing - higher	2022	2023	2024	2025
School	69%	60%	74%	86%	School	20%	20%	23%	43%	School	60%	71%	66%	80%	School	0%	6%	6%	11%
National	75%	73%	74%	75%	National	28%	29%	28%	33%	National	69%	71%	72%	72%	National	13%	13%	13%	13%
Maths - expected	2022	2023	2024	2025	Maths - higher	2022	2023	2024	2025	Comb RWM	2022	2023	2024	2025	RWM higher	2022	2023	2024	2025
School	74%	57%	74%	71%	School	6%	20%	34%	29%	School	57%	47%	54%	66%	School	0%	6%	6%	9%
National	71%	73%	73%	74%	National	22%	24%	24%	26%	National	59%	59%	61%	62	National	7%	8%	8%	8%

► Curriculum Offer

We have spent a lot of time on this over the last couple of years but everything needs pulling together and have a similar format for all subjects. This is going to be the main area we are working on this year and Prestolee are supporting us with this. We have been linked to Krystyna Forester at Bowness Primary.

► Pastoral Offer

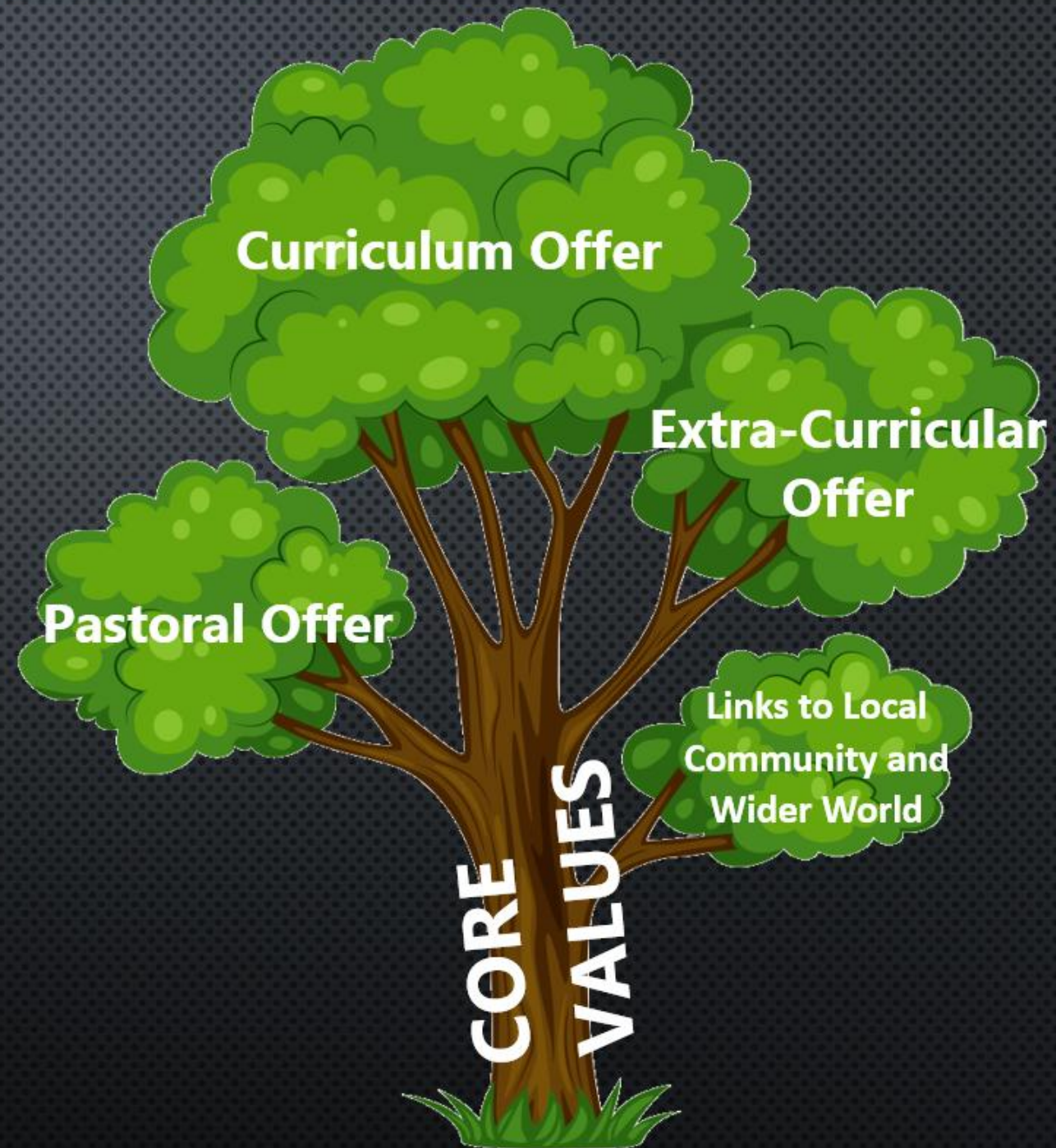
This area of our provision is very strong. We have Mrs. Griffiths who is our Pastoral Lead and staff have attended training. There are also 2 fully qualified SENCOs in school.

► Extra-Curricular Offer

This area of our provision is strong (Gold Award this year for Sports Mark). We need some more provision which is not sport as we only have the Art Club and Choir.

► Links with Community and Wider World

All schools in the MAT are working on developing this further. We have just started developing more links with the Local Church. We want to get some more community groups using our grounds and community room.



Curriculum Drivers

At Springside, we are committed to providing a high quality education for all our pupils, which reflects the culture and home backgrounds of our pupils.

To this end, we have identified key areas of need within our school community, based on EYFS baseline assessments, local statistical data and staff knowledge.

The Curriculum Drivers provide focus for any Curriculum development, ensuring that not only does our Curriculum meet the needs of the EYFS statutory framework and Primary National Curriculum 2014, it also meets the need of our community.

We are designing our Curriculum to create a school experience so that our pupils become:



Curriculum Drivers



What are Curriculum drivers?



Curriculum Drivers reflect the needs of our school community, they are the focus of our Curriculum and the ambition we have for our pupils when they leave Springside.

Inquisitive Thinkers



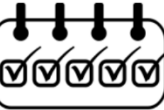
- Solve Problems through logical thinking
- Apply learning in different contexts
- Have a thirst for knowledge
- Are resilient in the face of set-backs
- Try to solve the problem but ask for help if needed
- Work independently, applying knowledge to new challenges

Global Citizens



- Understand their place and position in the world
- Have strong knowledge of their local area
- Have pride in themselves and their local area
- Have a sense of community
- Show respect and empathy towards other cultures, beliefs and religions
- Have a good understanding of British values
- Can demonstrate respectful, suitable behaviour in a range of settings

Real-life Specialists



- Are ready to face the challenges of the "real world"
- Can communicate effectively
- Can apply their numeracy skills to everyday problems
- Demonstrate good organisational skills
- Demonstrate practical life-long skills
- Understand positive choices which represent a healthy lifestyle and wellbeing

Confident Communicators



- Passionately continue independent learning outside the classroom
- Are avid readers who read fiction and non-fiction to continuously learn more about the world
- Are engaged and motivated to learn
- Are ambitious and want to further their life choices
- Fail well, responding to set-backs by continuing to work hard and face challenges

Life-long Learners



- Passionately continue independent learning outside the classroom
- Are avid readers who read fiction and non-fiction to continuously learn more about the world
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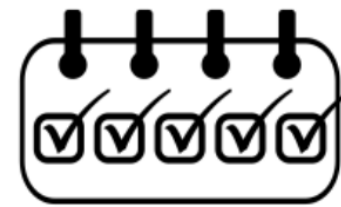
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- Are resilient in the face of set-backs
- Try to solve the problem but ask for help if needed
- Work independently, applying knowledge to new challenges

How does this subject meet the needs of KCSIE?

In all lessons, pupils are taught that adults in the classroom are there to keep them safe and that they have adults in and out of the classroom who can help them with any issue.

SEND Pupils

Pupils with SEND take part in all lessons, where appropriate.

Reasonable adjustments are made, for example large-print text/images, printing on coloured paper or using overlays.

If necessary, SEND pupils will be introduced to new knowledge, skills or vocabulary prior to a new unit, with pre teaching so that they are able to access the lesson if appropriate.

Music at Springside

Where every child matters and is prepared for a *future* of possibilities

“Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.” National Curriculum 2014

“Music is the divine way to tell beautiful, poetic things to the heart...”

Pablo Casals

“Music is what tells us that the human race is greater than we realize.”

Napoleon Bonaparte

Music at Springside

Where every child matters and is prepared for a *future* of possibilities

Music Intent Statement

At Springside, we value Music as an important part of the children's **entitlement** to a *broad and balanced* curriculum.

Music provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas.

Music embodies some of the highest forms of human creativity. A high-quality Music education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and be creative. We intend to teach the children a skills-based curriculum, with individuality and creativeness flowing through everything they do. As pupils progress, they should be able to think critically and develop a more rigorous understanding of Music as a whole

Music at Springside

Where every child matters and is prepared for a *future* of possibilities

Induction Guide			
Subject Leadership	Subject Lead	Subject Team	Previous Lead
	Ben Connor	-	-
Equipment	Music Books, Glockenspiel	Tuned/Untuned Instruments	
	ICT Suite/Junior Library <i>Filing cabinet</i>	ICT Suite/Junior Library <i>On top of cupboards</i>	
Curriculum Resources	Vocabulary/Progression Maps	Scheme of Work	Planning
	Teacher Drive <i>Springside Curriculum > 3. Progression Documents</i>	Kapow! https://www.kapowprimary.com/login/	<i>On Kapow</i>
Recall and Vocabulary			
Assessment	Individual Lesson	End of Unit/Term	End of Year
	Formative assessment <i>Questioning, paired work</i>	<i>Teacher judgement</i>	<i>Teacher judgement</i>

Where every child matters and is prepared for a *future* of possibilities

1. Purpose (Why *this*? Why *now*?)

- Share the Learning Question, either written, shared on the board, verbally or all of the above.
- Orient the learning in what this will help them to do in the future. What job could this lead to? What careers use this skill?

2. Vocabulary (What language do they need to express their learning?)

- Teach the 4 chosen words for that unit
- Use a range of techniques to help children practice these.

3. Recall (How are you supporting pupils to learn more/remember more?)

- Flashback 4- recall previous lesson, unit, term, year

4. Presentation (How are children going to record their work effectively and with pride?)

- Model good handwriting on the board.
- Demand high standards and expect pupils to demonstrate these.
- Ensure that, where possible, work is saved so that children develop a portfolio of work to be proud of.

5. Learning Behaviours (How will you demonstrate high expectations for attention and focus on work?)

- Ensure that pupils are effectively sharing resources
- Regular mini-plenary breaks to ensure pupils are on task and understand the work
- Use effective classroom management methods to ensure pupils engage with teacher-led parts of each lesson

Pre-Lesson

1. Ensure all physical and software resources are prepared and ready
2. Carefully read through Kapow unit to ensure links etc are working

Lesson

3. Teach 4 focus vocabulary words
4. Put the 4 key vocabulary terms on the board. At the start of the unit, model giving each a definition and context. Throughout the unit, ask pupils to share their understanding.
5. Put the Flashback 4 for the Unit on the board. Talk through the 4 questions, asking relevant questions.
6. Talk through the Learning Questions then spend time on the new learning. Give opportunities for paired discussion.
7. Model the singing technique or tuned/untuned percussions being used
8. Provide opportunity for pupils to practice the practical part of the lesson
9. Use regular plenaries to ensure pupils are on task and to share/model any solutions to issues.
10. 14. Recap the Learning Question and purpose of lesson

Post-Lesson

11. Ensure any physical resources are returned to the appropriate place

Learning Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring sound	Celebration music	Music and movement	Musical stories	Transport	Big band
Year 1	Keeping the Pulse(Theme: My Favourite Things)	Tempo (Theme: Snail and mouse)	Musical Symbols (Theme: Under the sea)	Sound Patterns (Theme: Fairy tales)	Pitch (Theme: Superheroes)	Dynamics: (Theme: Seaside)
Year 2	Call and response song (Theme: Animals)	Instruments (Theme: Musical Storytelling)	Pitch (Theme: Musical me)	Contrasting Dynamics (Theme: Space)	Singing (Theme: On this island)	Structure: (Theme: Myths and legends)
Year 3	Ballads	Creating compositions in response to an animation (Theme: Mountains)	Developing singing technique (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)
Year 4	Body and tuned percussion (Theme: Rainforests)	Rock and roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami)	Samba and carnival sounds and instruments	Adapting and transposing motifs (Theme: Romans)
Year 5	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre
Year 6	Dynamics, pitch and tempo (Theme: Fingal's Cave (6	Songs of WW2	Film music	Theme and variations (Theme: Pop Art)	Baroque	Composing and performing a Leavers' Song (6

Key stage 1 - National Curriculum music subject content:	Kapow Primary topics Key stage 1 - Year 1					
	<u>Pulse and rhythm</u>	<u>Tempo (Snail and mouse)</u>	<u>Timbre and rhythmic pattern</u>	<u>Pitch and tempo</u>	<u>Vocal and body sounds</u>	<u>Musical vocabulary</u>
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	✓	✓	✓	✓	✓	✓

Key stage 1 - National Curriculum music subject content:	Kapow Primary topics Key stage 1 - Year 2					
	<u>*Musical me</u>	<u>*West African call and response song</u>	<u>On this island: British songs and sounds</u>	<u>*Orchestral instruments</u>	<u>*Myths and legends</u>	<u>Dynamics, timbre, tempo and motifs</u>
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	✓	✓	✓	✓	✓	✓

Key stage 2 - National Curriculum music subject content:	Kapow Primary topics Lower key stage 2 - Year 3					
	* <u>Ballads</u>	<u>Creating compositions in response to animation</u>	* <u>Developing singing technique and keeping in time</u>	* <u>Pentatonic melodies and composition</u>	<u>Jazz</u>	* <u>Traditional instruments and improvisation</u>
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		✓			✓	✓

Key stage 2 - National Curriculum music subject content:	Kapow Primary’s music strands	Kapow Primary topics Lower key stage 2 - Year 4					
		<u>*Body and tuned percussion</u>	<u>Rock and roll</u>	<u>*Changes in pitch, dynamics and tempo</u>	<u>Haiku, music and performance</u>	<u>*Samba and carnival sounds and instruments</u>	<u>*Adapting and transposing motifs</u>
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✓	✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✓	✓	✓	✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✓	✓	✓	✓	✓	✓
Use and understand staff and other musical notations	P C DoM		✓	✓			✓
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	HoM DoM		✓			✓	

Key stage 2 - National Curriculum music subject content:	Kapow Primary’s music strands	Kapow Primary topics Upper key stage 2 - Year 5					
		<u>*Composition notation</u>	<u>*Blues</u>	<u>*South and West Africa</u>	<u>*Composition to represent the festival of colour</u>	<u>Looping and remixing</u>	<u>Musical theatre</u>
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✓	✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✓	✓	✓	✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✓	✓	✓	✓	✓	✓
Use and understand staff and other musical notations	P C DoM	✓	✓	✓		✓	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	HoM DoM		✓	✓			✓

Key stage 2 - National Curriculum music subject content:	Kapow Primary’s music strands	Kapow Primary topics Upper key stage 2 - Year 6					
		<u>*Dynamics, pitch and texture</u>	<u>Songs of World War 2</u>	<u>Film music</u>	<u>*Theme and variations</u>	<u>*Baroque</u>	<u>*Composing and performing a leavers’ song</u>
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✓	✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✓		✓	✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	L DoM		✓	✓	✓	✓	✓
Use and understand staff and other musical notations	P C DoM		✓	✓	✓	✓	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	HoM DoM		✓		✓	✓	

	Autumn 1	Key Vocabulary
EYFS	Exploring sound	high, low instrument, voice
Year 1	Pulse and rhythm (Theme: All about me)	percussion, pulse, rhythm, syllables
Year 2	West African call and response song (Theme: Animals)	<u>beat</u> , call and response, <u>rhythm</u> , sequence
Year 3	Ballads	ballad, chorus, ensemble, verse
Year 4	Body and tuned percussion (Theme: Rainforests)	layers, loop melody line , tuned percussion
Year 5	Composition notation (Theme: Ancient Egypt)	dotted minim, semibreve, staff notation, stave
Year 6	Dynamics, pitch and tempo (Theme: Fingal's Cave (6 lessons)	characterise, conductor , graphic score , improvisation

	Autumn 2	Key Vocabulary
EYFS	Transport	Fast, slow, speed, beat
Year 1	Tempo (Theme: Snail and mouse)	<u>fast, slow</u> tempo, pulse
Year 2	Orchestral instruments (Theme: Traditional stories)	compose, <u>dynamics</u> orchestral, <u>tempo</u>
Year 3	Creating compositions in response to an animation (Theme: Mountains)	ensemble , notation, <u>texture</u> , untuned percussion
Year 4	Rock and roll	bass line, in-time, in-tune, rhythmic patterns
Year 5	Blues	ascending scale, descending scale, flat, sharp
Year 6	Songs of WW2	counter-melody , harmonise, octave, phrasing

	Spring 1	Key Vocabulary
EYFS	Musical stories	Loud, quiet, high, low
Year 1	Musical vocabulary (Theme: Under the sea)	dynamics, pitch, rhythm, tempo
Year 2	Musical me	composer, melody <u>pulse</u> , timbre
Year 3	Developing singing technique (Theme: The Vikings)	call and response, crotchet, major key, minor key
Year 4	Changes in pitch, tempo and dynamics (Theme: Rivers)	a capella, expression, ostinato, in the round
Year 5	South and West Africa	a capella , call and response, chord progression, ostinato
Year 6	Film music	interval, major, minor, orchestral

	Spring 2	Key Vocabulary
EYFS	Music and movement	fast, slow, pulse, tempo
Year 1	Timbre and rhythmic patterns (Theme: Fairy tales)	percussion, <u>pulse</u> <u>rhythm</u> , syllables
Year 2	Dynamics, timbre, tempo and motifs (Theme: Space)	composer , improvise sequence, timbre
Year 3	Pentatonic melodies and composition (Theme: Chinese New Year)	crescendo, harmony, notation, scale
Year 4	Haiku, music and performance (Theme: Hanami)	duration , forte, piano, staccato
Year 5	Composition to represent the festival of colour (Theme: Holi festival)	graphic score, layering mood , soundtrack
Year 6	Theme and variations (Theme: Pop Art)	3/4 time, 4/4 time, accidentals, diaphragm

	Summer 1	Key Vocabulary
EYFS	Big Band	Tempo, audience, band, instruments
Year 1	Pitch and tempo (Theme: Superheroes)	compose, note pitch , tempo
Year 2	On this island: British songs and sounds	duration, texture, timbre , pitch
Year 3	Jazz	improvisation, motif, quaver, syncopation
Year 4	Samba and carnival sounds and instruments	crescendo , off-beat, unison, diminuendo
Year 5	Looping and remixing	layers , loop , remix, riff
Year 6	Baroque	bass clef, counter-melody, ostinato , polyphonic

	Summer 2	Key Vocabulary
EYFS	Celebration music	Conductor, rhythm, actions, perform
Year 1	Vocal and body sounds: (Theme: By the sea)	conductor , dynamics mood, pitch
Year 2	Myths and legends	composition, score, melody , texture
Year 3	Traditional instruments and improvisation (Theme: India)	improvise, melodic line, notation , repeated rhythm
Year 4	Adapting and transposing motifs (Theme: Romans)	crotchet, key signature, minim, quavers
Year 5	Musical theatre	musical, lyricist, opera, operetta
Year 6	Composing and performing a Leavers' Song (6 lessons)	allegro, chord progressions, largo, structure

Flashback Four Focus

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Last Unit	-	Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Transport
	Last Term	-	-	Exploring Sound	Celebration Music	Music & Movement	Musical Stories
	Last Year	-	-	-	-	-	-
Y1	Last Unit	EYFS Big Band	All About Me	Snail and Mouse	Under the Sea	Fairy Tales	Superheroes
	Last Term	EYFS Transport	EYFS Big Band	All About Me	Snail and Mouse	Under the Sea	Fairy Tales
	Last Year	EYFS Exploring Sound	EYFS Celebration Music	EYFS Music & Movement	EYFS Musical Stories	EYFS Transport	EYFS Big Band
Y2	Last Unit	Y1 By The Sea	Animals	Traditional Stories	Musical Me	Space	British Songs
	Last Term	Y1 Superheroes	Y1 By the Sea	Animals	Traditional Stories	Musical Me	Space
	Last Year	Y1 All About Me	Y1 Snail and Mouse	Y1 Under the Sea	Y1 Fairy Tales	Y1 Superheroes	Y1 By The Sea
Y3	Last Unit	Y2 Myths & Legends	Ballads	Mountains	Vikings	Chinese New Year	Jazz
	Last Term	Y2 British Songs	Y2 Myths & Legends	Ballads	Mountains	Vikings	Chinese New Year
	Last Year	Y2 Animals	Y2 Traditional Stories	Y2 Musical Me	Y2 Space	Y2 British Songs	Y2 Myths & Legends
Y4	Last Unit	Y3 India	Rainforests	Rock & Roll	Rivers	Hanami	Samba
	Last Term	Y3 Jazz	Y3 India	Rainforests	Rock & Roll	Rivers	Hanami
	Last Year	Y3 Ballads	Y3 Mountains	Y3 Vikings	Y3 Chinese New Year	Y3 Jazz	Y3 India
Y5	Last Unit	Y4 The Romans	Ancient Egypt	Blues	South & West Africa	Holi Festival	Loop & Remix
	Last Term	Y4 Samba	Y4 The Romans	Fingal’s Cave	Blues	South & West Africa	Holi Festival
	Last Year	Y4 Rainforests	Y4 Rock & Roll	Y4 Rivers	Y4 Hanami	Y4 Samba	Y4 The Romans
Y6	Last Unit	Y5 Musical Theatre	Fingal’s Cave	Songs of WW2	Film Music	Pop Art	Baroque
	Last Term	Y5 Loop & Remix	Y5 Musical Theatre	Fingal’s Cave	Songs of WW2	Film Music	Pop Art
	Last Year	Y5 Ancient Egypt	Y5 Blues	Y5 South & West Africa	Y5 Holi Festival	Y5 Looping & Remixing	Y5 Musical Theatre

EYFS Flashback Four Questions			
	Last Unit	Last Term	Last Year
Exploring Sound	-	-	-
Celebration Music	Exploring Sound	-	-
Music and Movement	Celebration Music	Exploring Sound	-
	What is your favourite celebration song?		
Musical Stories	Music and Movement	Celebration Music	-
	Do I know any action songs?	What is your favourite celebration song?	
Transport	Musical Stories	Music and Movement	-
	What is your favourite nursery rhyme?	Do I know any action songs?	
Big Band	Transport	Musical Stories	-
	How can I make sounds with my body?	What is your favourite nursery rhyme?	

Year 1 Flashback Four Questions

	Last Unit	Last Term	Last Year
All About Me	EYFS Big Band	EYFS Transport	EYFS Exploring Sound
	How can instruments make different sounds?	How can I make sounds with my body?	How do I make sounds louder or quieter?
Snail and Mouse	My favourite things	EYFS Big Band	EYFS Celebration Music
	What is pulse?	How can instruments make different sounds?	What is your favourite celebration song?
Under the Sea	Snail and Mouse	My favourite things	EYFS Music and Movement
	What is tempo?	What is pulse?	Do I know any action songs?
Fairy Tales	Under the Sea	Snail and Mouse	EYFS Musical Stories
	What are dynamics?	What is tempo?	What is your favourite nursery rhyme?
Superheroes	Fairy Tales	Under the Sea	EYFS Transport
	What is rhythm?	What are dynamics?	How can I make sounds with my body?
By the Sea	Superheroes	Fairy Tales	EYFS Big Band
	What is pitch?	What is rhythm?	How can instruments make different sounds?

Year 2 Flashback Four Questions

	Last Unit	Last Term	Last Year
Animals	Y1 Under the Sea	Y1 Superheroes	Y1 My favourite things
	What are dynamics?	What is pitch?	What is pulse?
Storytelling	Animals	Y1 Under the Sea	Y1 Snail and Mouse
	What does call and response mean?	What are dynamics?	What is tempo?
Musical Me	Storytelling	Animals	Y1 Under the Sea
	What happens when you change the pitch of a note?	What does call and response mean?	What are dynamics?
Space	Musical Me	Storytelling	Y1 Fairy Tales
	How are tuned and untuned percussion instruments different?	What happens when you change the pitch of a note?	What is rhythm?
On This Island	Space	Musical Me	Y1 Superheroes
	What happens when you change the dynamics of a song?	How are tuned and untuned percussion instruments different?	What is pitch?
Myths and Legends	On This Island	Space	Y1 Under the Sea
	Why do we still sing traditional songs?	What happens when you change the dynamics of a song?	What are dynamics?

Year 3 Flashback Four Questions

	Last Unit	Last Term	Last Year
Ballads	Y2 Myths and Legends	Y2 On This Island	Y2 Animals
	What is a rhythm?	Why do we still sing traditional songs?	What does call and response mean?
Mountains	Ballads	Y2 Myths and Legends	Y2 Storytelling
	What type of music is a Ballad?	What is a rhythm?	What happens when you change the pitch of a note?
Vikings	Mountains	Ballads	Y2 Musical Me
	Why would changing tempo make music more exciting?	What type of music is a Ballad?	How are tuned and untuned percussion instruments different?
Chinese New Year	Vikings	Mountains	Y2 Space
	Why is it important to warm up our voices before singing?	Why would changing tempo make music more exciting?	What happens when you change the dynamics of a song?
Jazz	Chinese New Year	Vikings	Y2 On This Island
	How many notes in a pentatonic scale?	Why is it important to warm up our voices before singing?	Why do we still sing traditional songs?
India	Jazz	Chinese New Year	Y2 Myths and Legends
	What is a swung rhythm?	How many notes in a pentatonic scale?	What is a rhythm?

Year 4 Flashback Four Questions

	Last Unit	Last Term	Last Year
Rainforests	Y3 India	Y3 Jazz	Y3 Ballads
	What happens when you improvise a piece of music?	What is a swung rhythm?	What type of music is a Ballad?
Rock & Roll	Rainforests	Y3 India	Y3 Mountains
	What is body percussion?	What happens when you improvise a piece of music?	Why would changing tempo make music more exciting?
Rivers	Rock and Roll	Rainforests	Y3 Vikings
	What is a 'walking bass line'?	What is body percussion?	Why is it important to warm up our voices before singing?
Hanami	Rivers	Rock and Roll	Y3 Chinese New Year
	How do you change the dynamics of a piece of music?	What is a 'walking bass line'?	How many notes in a pentatonic scale?
Samba	Hanami	Rivers	Y3 Jazz
	What is special about a Haiku? Is a Haiku music?	How do you change the dynamics of a piece of music?	What is a swung rhythm?
The Romans	Samba	Hanami	Y3 India
	What happens at a carnival?	What is special about a Haiku? Is a Haiku music?	What happens when you improvise a piece of music?

Year 5 Flashback Four Questions

	Last Unit	Last Term	Last Year
Ancient Egypt	Y4 The Romans	Y4 Samba	Y4 Rainforests
	What is a motif?	What happens at a carnival?	What is body percussion?
Blues	Ancient Egypt	Y4 The Romans	Y4 Rock and Roll
	Why is it important that we can write musical notes?	What is a motif?	What is a 'walking bass line'?
South and West Africa	Blues	Ancient Egypt	Y4 Rivers
	What is the mood of traditional Blues music?	Why is it important that we can write musical notes?	How do you change the dynamics of a piece of music?
Holi Festival	South and West Africa	Blues	Y4 Hanami
	What is a chord?	What is the mood of traditional Blues music?	What is special about a Haiku? Is a Haiku music?
Looping and Remixing	Holi Festival	South and West Africa	Y4 Samba
	How can a piece of music have colour?	What is a chord?	What happens at a carnival?
Musical Theatre	Looping and Remixing	Holi Festival	Y4 The Romans
	What is a loop in a piece of music and why is it good for dancing to?	How can a piece of music have colour?	What is a motif?

Year 6 Flashback Four Questions

	Last Unit	Last Term	Last Year
Fingal's Cave	Y5 Musical Theatre	Y5 Looping and Remixing	Y5 Ancient Egypt
	What is the difference between plays and Musical Theatre?	What is a loop in a piece of music and why is it good for dancing to?	Why is it important that we can write musical notes?
Songs of WW2	Fingal's Cave	Y5 Musical Theatre	Y5 Blues
	What does improvisation mean in a piece of music?	What is the difference between plays and Musical Theatre?	What is the mood of traditional Blues music?
Film Music	Songs of WW2	Fingal's Cave	Y5 South and West Africa
	What is an octave in a piece of music and how do we make one?	What does improvisation mean in a piece of music?	What is a chord?
Pop Art	Film Music	Songs of WW2	Y5 Holi Festival
	What emotion/feeling does a minor key create?	What is an octave in a piece of music and how do we make one?	How can a piece of music have colour?
Baroque	Pop Art	Film Music	Y5 Looping and Remixing
	What is a variation in a piece of music?	What emotion/feeling does a minor key create?	What is a loop in a piece of music and why is it good for dancing to?
Leaver's Song	Baroque	Pop Art	Y5 Musical Theatre
	What instruments were popular in the Baroque era?	What is a variation in a piece of music?	What is the difference between plays and Musical Theatre?

Peel Tower - Built in 1852 this well known Bury landmark was erected in tribute to one of Bury's most famous sons, Sir Robert Peel; founder of the Police force and Prime Minister 1841-1846. The tower stands 128ft high and offers stunning views over Manchester and North Wales.

East Lancashire Railway - The East Lancashire Railway is a 12-mile heritage steam railway line through the Irwell Valley in northwest England. With its scenic blend of rolling countryside and post-industrial landscapes, the journey gives a taste of what train travel was like in Victorian England. The route stretches between the towns of Rawtenstall and Heywood, stopping off at six stations and skirting the edge of the West Pennine Moors. The original track opened in 1846 at the peak of England's 'railway mania' and is today preserved by more than 600 volunteers. It has access to the mainline too, allowing for a constant turnover of celebrated steam and diesel engines. Journeys for the Railway depart from Bolton Street station in the town of Bury, 10 miles (16km) north of Manchester. To get there, it's a 30 minute tram journey from Manchester Victoria station. Manchester is 2 hours 10 minutes by train from London.

Bury Market - A large Multi-Award Winning Market located at the heart of Bury. The Market has over 350 stalls open every Wednesday, Friday and Saturday. Winner of many Awards including NABMA's Market Attraction of the year in 2009, 2012 & 2015, Bury Market is a great venue for day visitors either on its own or as part of a visit to Bury's other attractions.

Fusilier Museum - Bury was the regimental town of the Lancashire Fusiliers, a line infantry regiment of the British Army active from 1688 to 1968 when it was amalgamated with three other regiments. Those 300 or so years are remembered at this well-designed museum, which offers deep insights about some world-changing conflicts.

Bury Transport Museum - The Grade II-listed Castlecroft Goods Warehouse went up in 1846 for the East Lancashire Railway, and since the 1970s has housed a fabulous collection of vintage vehicles. The building was restored in 2010 and contains 19th-century steam tractors, buses and trams.

Bury Black Pudding - If there is one product synonymous with Bury Market is the town's famous black pudding and Chadwick's Original Black Puddings is a Bury institution. The recipe dates back to 1865 and the black puddings have been sold on the market since 1929. Occurring every September, the Black Pudding Throwing Competition is launched by the Mayor of Bury throwing the first black pudding. Entrants must donate £1 to charity to get their turn at throwing the puddings and the winner receives a grand prize of £100.

Industrial Revolution - Bury, just north of Manchester, is mainly known for its textile industry, initially woollens and later cotton. One reason for this is that the two rivers in the town, the Roch and the Irwell, provided power for early spinning mills and also supplied the large amounts of water needed for textile finishing, such as bleaching and dyeing. Several paper mills also took advantage of the plentiful water supply. The Manchester, Bolton & Bury canal provided a transport link to Manchester from 1808, and from there goods could be exported worldwide.

Famous People from Bury

- John Kay (1704-c.1779), the inventor of the flying shuttle, one of the key inventions of the Industrial Revolution.
- Sir Robert Peel (1788-1850), the 19th century Prime Minister of the United Kingdom best known today for the repeal of the Corn Laws and his introduction of the modern police force (hence the terms "Bobbies" and "Peelers"), was born in Bury. He is also notable for forming the famous British Police division, 'Scotland Yard' in London.
- Andrew Higginson, businessman and chairman of Wm Morrison Supermarkets Plc.
- Cherie Blair, barrister and wife of former Prime Minister Tony Blair.
- Gary Neville, former Manchester United F.C. captain.
- Phil Neville, former Everton F.C. midfielder and captain, and younger brother of Gary Neville.
- Kieran Trippier, footballer for Newcastle United and England international.
- Victoria Wood, comedian, composer and actor. Although from nearby Prestwich, Bury has the honour of hosting a statue of the celebrated comedian and writer, which stands opposite Bury's central library.

Information for consideration in our curriculum

- Robert Peel to be part of our local history curriculum
- Steam Trains and Transport Museum to be part of our local history curriculum
- Bury Market be part of our local Geography curriculum
- Look for opportunities to learn about the Black Pudding - link to Sport curriculum?
- Industrial revolution to be part of local history curriculum - cotton mills/steam/John Kay
- Victoria Wood to be part of learning about influential women in the world of work

Walmersley

Historically in Lancashire, the name Walmersley is said to be derived from Old English, and translates as Waldmer's wood, or clearing. Once a rural village in the wilds, in recent decades, it has become a northern suburb of Bury. Old stone cottages remain in the area, but much of the district's housing is of post-war construction.

The Walmersley conservation area was designated in November 2003. It covers Christ Church, its churchyard, the former school and school master's house, together with the adjacent Spur Petroleum site which contains the former Walmersley Brewery buildings. The whole site is an excellent record of a small but important part of Walmersley, and illustrates generally well preserved elements of stone built ecclesiastical and industrial architecture from the mid to late 19th century.

Christ Church, Walmersley is located on Walmersley Road. In 1838 the Walmersley parish was formed by sub-dividing the ancient, larger Bury parish. A church was built beside what was then the 'new' road but in 1883 the present church, a neo-gothic design by Maxwell and Tuke was built. The east window of the first church was preserved and built into the new building. Amongst other buildings Maxwell & Tuke designed Blackpool Tower and, in 1894, the Technical School, Broad Street, Bury now housing the Fusilier Museum, which is dedicated to the Lancashire Fusiliers.

Walmersley



Walmersley Post Office



Location within Greater Manchester

Metropolitan borough	Bury
Metropolitan county	Greater Manchester
Region	North West
Country	England
Sovereign state	United Kingdom

Post town	BURY
Postcode district	BL9

Police	Greater Manchester
Fire	Greater Manchester
Ambulance	North West

UK Parliament	Bury North
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List of places: [UK](#) · [England](#) · [Greater Manchester](#)

 53.6166°N 2.3°W

Walmersley

Springside is within walking distance of Burrs Country Park - Burrs Country Park lies on the River Irwell covering an area of 36 hectares of scenic countryside, one mile north west of Bury town centre. Burrs has been awarded a Green Flag. Burrs features a wide variety of different wildlife habitats - woodland, open space, wetland, ponds and waterways. The park owes part of its existence to Bury's industrial past, many remnants of which still exist today. Burrs Country Park is overlooked by Castlesteads, a raised area where a settlement was established in pre-Roman times. In 1792 a group of entrepreneurs, Peel, Howarth and Yates built a water powered spinning mill at Burrs along with a manager's house, smithy, workers' cottages and ash pit. During the Second World War Burrs Mill and the associated buildings were used as a billet and then to house Italian prisoners of war. In 1952 the earliest part of Burrs Mill was demolished. The rest of the mill followed in 1982 leaving only the workers cottages and the chimney. The site was acquired by Bury Metro in 1986 and work started on redeveloping the site as a country park.

Clarence Park opened as a public park in 1888 and is the largest urban local community public park in the Borough. The park is located just over a mile from Bury town centre in an area named Moorside. Clarence Park is adjoined by Miss Walkers Field and Clarence Lido. It is also bordered by Chesham Woods and Chesham Local Nature Reserve.

Walmersley



Walmersley Post Office



Location within Greater Manchester

Metropolitan borough	Bury
Metropolitan county	Greater Manchester
Region	North West
Country	England
Sovereign state	United Kingdom

Post town	BURY
Postcode district	BL9

Police	Greater Manchester
Fire	Greater Manchester
Ambulance	North West

UK Parliament	Bury North
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List of places: [UK](#) · [England](#) · [Greater Manchester](#)

 [53.6166°N 2.3°W](#)

At the bottom of Walmersley Road is Fernhill Traveller Site. Many Traveller children have attended Springside in the past and have integrated very well into the school population. Permission has been granted to Bury Council to demolish the existing 30-year-old Fernhill caravan site in Every Street which currently contains 17 pitches and other associated buildings. In its place 12 permanent Gypsy and Traveller pitches will be created including new amenity buildings and a management block.

Information for consideration in our curriculum

- Christ Church Walmersley is a church which contains lots of traditional features and was designed by the same people who designed Blackpool Tower. This church has a lot of history and is located very close to school.
- Old brewery buildings can be seen very close to school.
- Burrs Country Park has a lot of industrial history before becoming a country park. A lot of this history can still be seen. It is within walking distance of school.
- Clarence park is the largest park in Bury. It contains the Lido and a nature reserve and is within walking distance of school.
- Fernhill Traveller Site. Good opportunity to study the different ways people live and the traveller culture. Although no traveller children attend Springside today, we have a long association with traveller children.

Peel Tower - Built in 1852 this well known Bury landmark was erected in tribute to one of Bury's most famous sons, Sir Robert Peel; founder of the Police force and Prime Minister 1841-1846. The tower stands 128ft high and offers stunning views over Manchester and North Wales.

East Lancashire Railway - The East Lancashire Railway is a 12-mile heritage steam railway line through the Irwell Valley in northwest England. With its scenic blend of rolling countryside and post-industrial landscapes, the journey gives a taste of what train travel was like in Victorian England. The route stretches between the towns of Rawtenstall and Heywood, stopping off at six stations and skirting the edge of the West Pennine Moors. The original track opened in 1846 at the peak of England's 'railway mania' and is today preserved by more than 600 volunteers. It has access to the mainline too, allowing for a constant turnover of celebrated steam and diesel engines. Journeys for the Railway depart from Bolton Street station in the town of Bury, 10 miles (16km) north of Manchester. To get there, it's a 30 minute tram journey from Manchester Victoria station. Manchester is 2 hours 10 minutes by train from London.

Bury Market - A large Multi-Award Winning Market located at the heart of Bury. The Market has over 350 stalls open every Wednesday, Friday and Saturday. Winner of many Awards including NABMA's Market Attraction of the year in 2009, 2012 & 2015, Bury Market is a great venue for day visitors either on its own or as part of a visit to Bury's other attractions.

Fusilier Museum - Bury was the regimental town of the Lancashire Fusiliers, a line infantry regiment of the British Army active from 1688 to 1968 when it was amalgamated with three other regiments. Those 300 or so years are remembered at this well-designed museum, which offers deep insights about some world-changing conflicts.

Bury Transport Museum - The Grade II-listed Castlecroft Goods Warehouse went up in 1846 for the East Lancashire Railway, and since the 1970s has housed a fabulous collection of vintage vehicles. The building was restored in 2010 and contains 19th-century steam tractors, buses and trams.

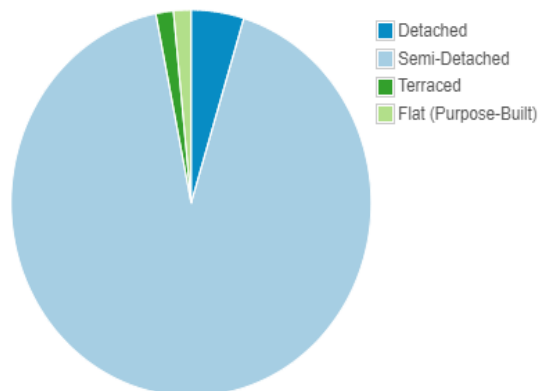
Bury Black Pudding - If there is one product synonymous with Bury Market is the town's famous black pudding and Chadwick's Original Black Puddings is a Bury institution. The recipe dates back to 1865 and the black puddings have been sold on the market since 1929. Occurring every September, the Black Pudding Throwing Competition is launched by the Mayor of Bury throwing the first black pudding. Entrants must donate £1 to charity to get their turn at throwing the puddings and the winner receives a grand prize of £100.

Industrial Revolution - Bury, just north of Manchester, is mainly known for its textile industry, initially woollens and later cotton. One reason for this is that the two rivers in the town, the Roch and the Irwell, provided power for early spinning mills and also supplied the large amounts of water needed for textile finishing, such as bleaching and dyeing. Several paper mills also took advantage of the plentiful water supply. The Manchester, Bolton & Bury canal provided a transport link to Manchester from 1808, and from there goods could be exported worldwide.

Walmersley Road Statistics

Housing Types

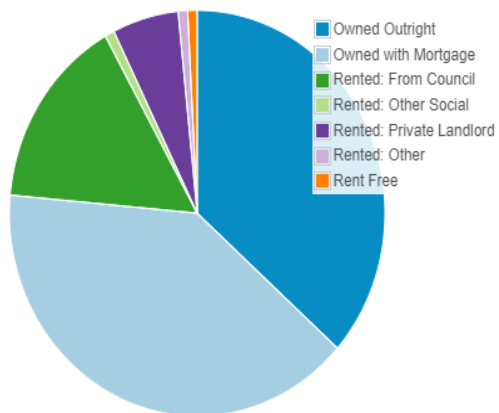
Detached	6
Semi-Detached	117
Terraced	2
Flat (Purpose-Built)	2
Flat (Converted)	0
Total	127



Are these numbers higher than you expected? [Click here for explanation.](#)

Housing Tenure

Owned Outright	45
Owned with Mortgage	49
Shared Ownership	0
Rented: From Council	19
Rented: Other Social <i>inc. charities and housing associations</i>	1
Rented: Private Landlord <i>inc. letting agents</i>	7
Rented: Other	1
Rent Free	1
Total	123

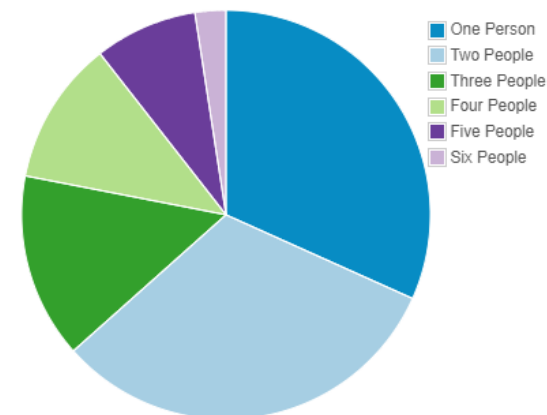


Housing Occupancy

This data lists the total number of residents normally resident within each household. The figures do not record under- or over-occupancy.

Housing Occupancy

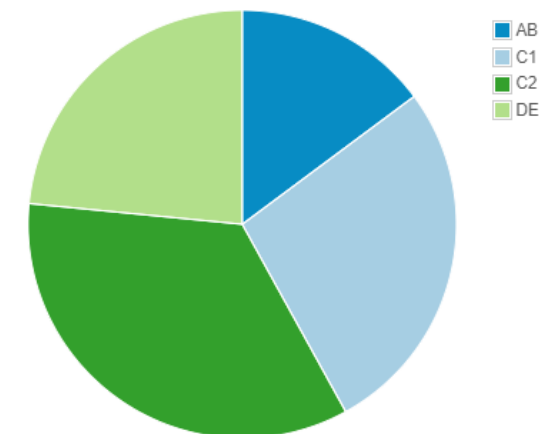
One Person	39
Two People	39
Three People	18
Four People	14
Five People	10
Six People	3
Seven People	0
8+ People	0
Total	123



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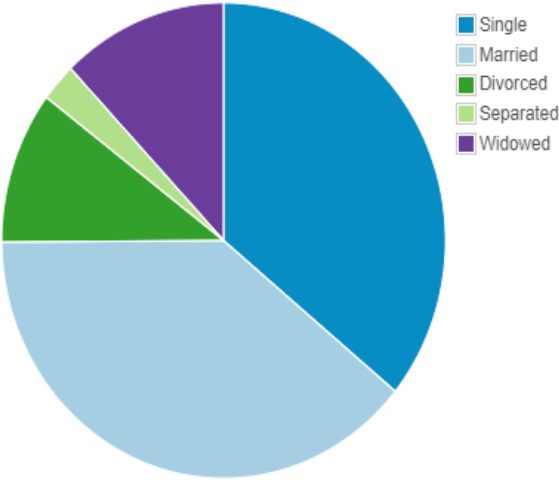
Social Grade

AB - Higher and intermediate managerial, administrative, or professional positions	12
C1 - Supervisory, clerical, and junior managerial/administrative/professional positions	22
C2 - Skilled manual workers	28
DE - Semi-skilled and unskilled manual workers; those on state benefit/unemployed, & lowest grade workers	19
Total	81



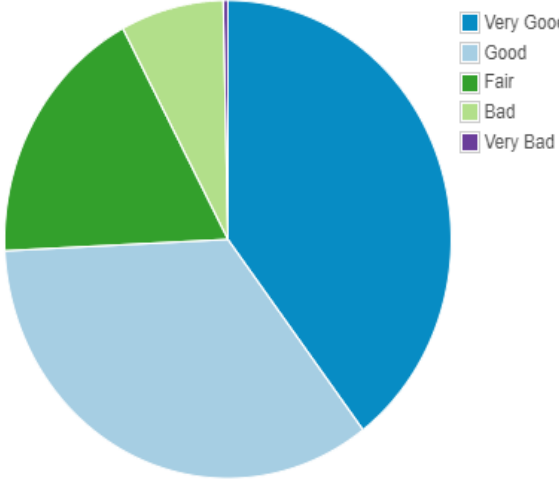
Relationship Status

Single	83
Married	90
Divorced	24
Separated	6
Widowed	28
Same Sex	0
Total	231



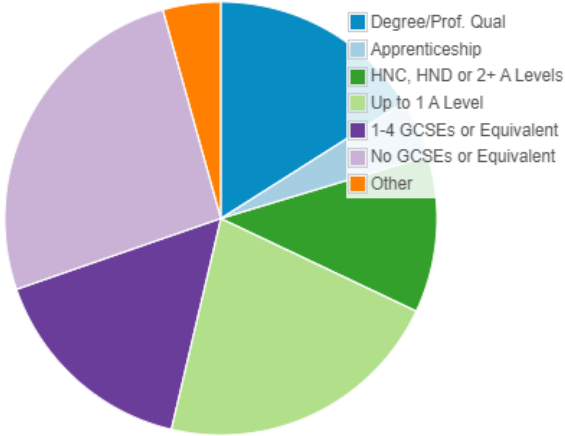
Health

Very Good	117
Good	102
Fair	53
Bad	22
Very Bad	1
Total	295



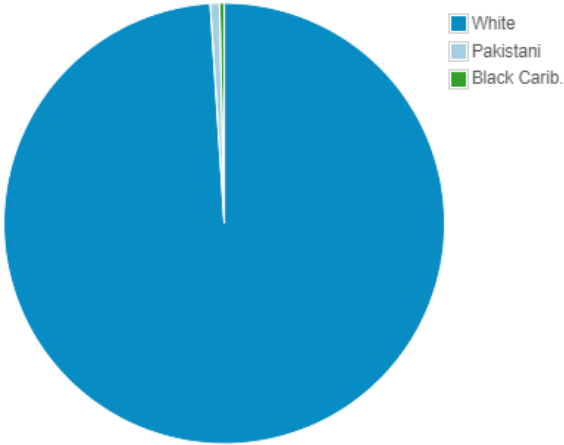
Highest Qualification Level Achieved

Degree or Similar <i>e.g. professional qualification (accountancy etc)</i>	37
Apprenticeship	10
HNC, HND or 2+ A Levels	27
5+ GCSEs, an A-Level or 1-2 AS Levels	50
1-4 GCSEs or Equivalent	37
No GCSEs or Equivalent	60
Other	10
Total	231



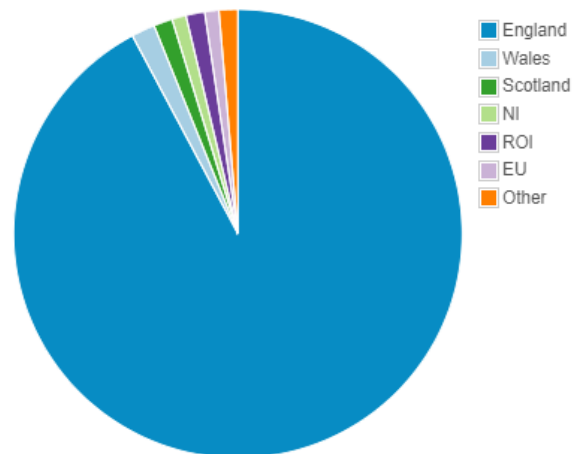
Ethnic Group

White	292
Pakistani	2
Black Caribbean	1
Total	295



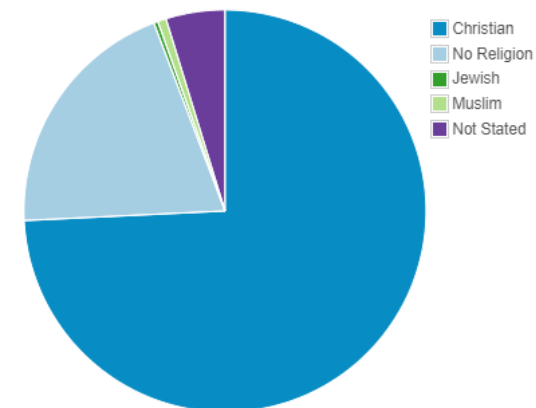
Country of Birth

England	272
Wales	5
Scotland	4
Northern Ireland	3
Republic of Ireland	4
European Union	3
Other	4
Total	295



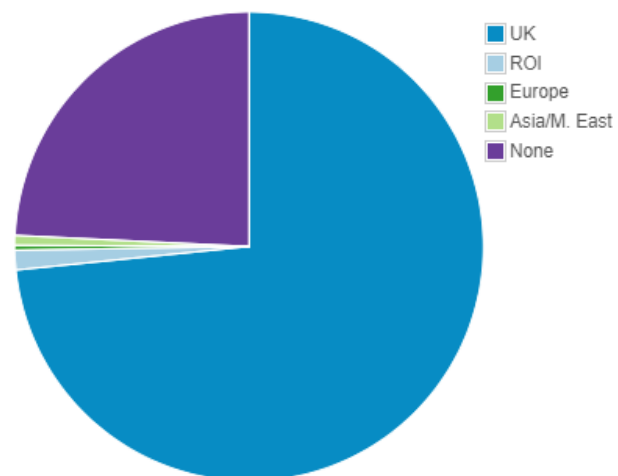
Religion

Christian	219
No Religion	59
Buddhist	0
Hindu	0
Jewish	1
Muslim	2
Sikh	0
Other Religion	0
Not Stated	14
Total	295



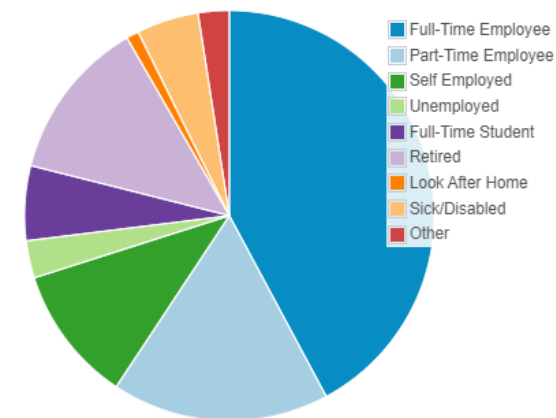
Passport(s) Held

United Kingdom	218
Republic of Ireland	4
Europe (including European Union)	1
African Countries	0
Middle East or Asia	2
North America or Caribbean	0
Central America	0
South America	0
Oceania (Australia, New Zealand, Indonesia and nearby islands)	0
None	72



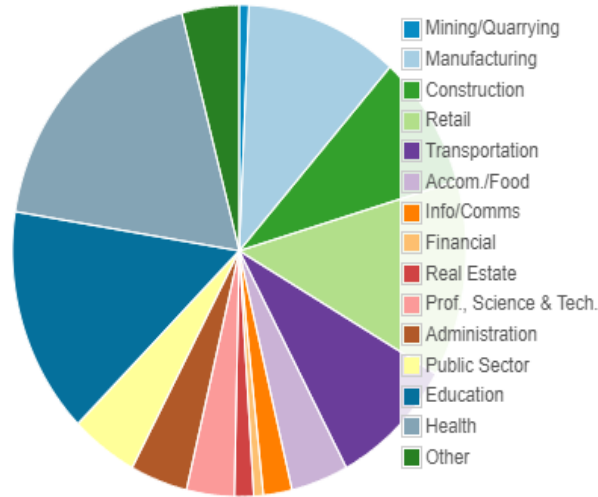
Economic Activity

Full-Time Employee	86
Part-Time Employee (defined as 30 hours or less per week)	35
Self Employed	22
Unemployed	6
Full-Time Student (with or without job)	12
Retired	26
Looking After Home or Family	2
Long-Term Sick or Disabled	10
Other	5
Total	204



Employment Industry

Mining/Quarrying	1
Manufacturing	16
Construction	13
Retail <i>Inc. Wholesale</i>	19
Transportation <i>Inc. Storage and Logistics</i>	13
Accommodation and Food	6
Information and Communication	3
Financial Services <i>Inc. Insurance</i>	1
Real Estate	2
Professional, Scientific and Technical	5
Administration	6
Public Administration and Defence	7
Education	22
Health <i>Inc. Social Work</i>	27
Other <i>Inc. Arts, Recreation etc.</i>	6
Total	147



Information for consideration in our curriculum

- 23% are semi-skilled, unskilled or on benefits
- 8% consider their health to be 'fair' or 'bad'
- 26% have no GCSEs or equivalent
- 16% have 1-4 GCSEs only
- 99% White British
- 24% do not have a passport
- 74% are Christian
- 20% no religion
- 70% employed full time, part time or self employed
- 33% of employed people are employed in education or health