



Year 2: Long Term Learning Map – 2022-23

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Theme: History (changes to our school over time)	Theme: Science (materials)	Theme: Geography (Paddington's travels)	Theme: History (planes, trains and automobiles)	Theme: Science (living things and their habitats)	Theme: The arts (performance and expressing ourselves)
Enrichment Opportunities	After School Clubs						
	Trips			Walk around the local area			Westonbirt
	Visitors				Visit from old local bus		First Aid: Head injuries
	Other		Visit from Santa			Real life caterpillars in class	
	Class assemblies						

<p>Maths</p>	<p>Place Value Count in steps of 2,3,and 5 from 0 and in tens from any number forward and backward Read and write numbers to at least 100 in numerals and in words identify, represent and estimate numbers using different representations including the number line. recognise the place values of each digit in a two-digit number (tens, ones) compare and order numbers from 0 up to 100 use <> and = signs use place values number facts to solve problems</p> <p>Addition and subtraction recall and use addition and subtraction facts to 20 fluently and derive and use</p>	<p>Addition and subtraction add and subtract number using pictorial representations and mentally including a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one digit numbers solve problems with addition and subtraction using concrete objects and pictorial representations including those involving numbers and quantities and measures applying their increasing knowledge of mental and written methods</p> <p>Shape identify and describe the properties of 2D shape =, including the number of side and line of</p>	<p>Money Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>Multiplication and Divisions Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Recall and use multiplication and</p>	<p>Length and height Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and = Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures Solve problems involving multiplication and division, using materials, arrays, repeated addition,</p>	<p>Fractions: recognise find and name and write fractions $\frac{1}{2}$ $\frac{1}{4}$ $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ write simple fractions for example $\frac{1}{2}$ of 6 is 3</p> <p>Time: compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour on a clock face to show these times know the number of minutes in an hour and the number of hours in a day movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p>	<p>Statistics: interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple question by counting the number of objects in each category by quantity ask and answer questions about totalling and comparing categorical data</p> <p>Position and direction: order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position direction and</p> <p>Consolidation</p>
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	<p>related facts up to 100</p> <p>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p>	<p>symmetry in a vertical line</p> <p>identify 2-D shapes on the surface of a 3D shape, (for examples a circle on a cylinder)</p> <p>compare and sort common 2D shapes and everyday objects</p> <p>recognise and name common 3D shapes (for examples, cuboids, including cubes, pyramids and spheres)</p> <p>compare and sort common 3D shapes and everyday objects.</p>	<p>division facts for the 2, 5 and 10</p> <p>multiplication tables, including recognising odd and even numbers</p>	<p>mental methods, and multiplication and division facts, including problems in contexts</p> <p>Mass, capacity and temperature</p> <p>Choose and use appropriate standard units to estimate and measure</p> <p>length/height in any direction (m/cm);</p> <p>mass (kg/g);</p> <p>temperature (°C);</p> <p>capacity (litres/ml)</p> <p>to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Compare and order lengths, mass, volume/capacity and record the results using >, < and =</p>		
English	<p>Story innovating</p> <p>Poetry</p>	<p>Instructions</p> <p>Retelling the Nativity (skills focus)</p> <p>Informal Letters</p>	<p>Story innovating</p> <p>Information texts</p>	<p>Story innovating</p> <p>Diary entries</p>		

Reading:	<p>Vocabulary: Understand the meaning of words in context.</p> <p>Inference: Infer through what is being said. Infer through what is being done.</p> <p>Predicting: Distinguish clues when reading that may be useful when predicting. Make a plausible prediction based on what has been read so far.</p> <p>Explain: Discuss how language contributes to meaning. Discuss words and phrases that capture the reader's interest. Explain what has happened in a text.</p> <p>Retrieve: Find evidence in the text to answer literal comprehension questions. Find evidence in the text where the question uses synonyms and pronouns.</p> <p>Sequence: Sequence using text specific vocabulary. Discuss the sequence of events in books and how items of information are related.</p>				
Class book	<p>Rapunzel by Peter Bunzl The Christmas Story by The day the Crayons quit by Drew Daywalt</p>	<p>Augustus and his smile</p>		Art	<p>Experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations and research of artists and themes. Use a sketchbook for a range of purposes, pleasure, thoughts, ideas & expression so their sketchbook becomes a very personal</p> <p>They should develop greater knowledge about the role of art in society, the many vocations that can be gained through art and its importance to the UK economy.</p> <p>Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.</p> <p>Study significant works of art using the following method:</p> <p><i>Content</i> – Describe the art. What social, historical factors affect the work?</p> <p><i>Process</i> – When & how was the work made? What materials & techniques are used?</p> <p><i>Formal elements</i> – line, tone, colour, shape, form, composition, pattern, texture.</p> <p><i>Mood</i> – what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from their artist's studies to produce original work.</p>
Drawing	Collage and mixed media	Painting	Drawing Weaving		

Science

Working Scientifically

PLAN

- I can confidently ask simple questions and recognise that they can be answered in different ways.
- I can with help begin to choose ways to try and answer a question
- With support, I can confidently suggest ideas to plan an investigation
- I can make my own suggestions on how to collect data once the data needed has been outlined.
- I can make a simple prediction (based on something they have observed before but without an explanation)

DO

- I can make observations related to the task or test using appropriate equipment
- I can choose appropriate equipment to measure e.g. ml, g, m
- I can confidently perform simple tests

RECORD

- I can make / draw a block graph with a 1.1 scale on my own
- I can draw and complete a simple table

REVIEW

- I can use my observations and ideas to suggest answers to questions

IDENTIFY AND CLASSIFY

I can sort and record into two groups in which one group has a feature and the other doesn't (Carroll Diagrams).

	<u>Animals including humans</u>	<u>Uses of everyday materials.</u>	<u>Living things and their habitats</u>	<u>Plants</u>	<u>Living things and their Habitat</u>	<u>Uses of everyday materials</u>
	<ul style="list-style-type: none"> • To be able to talk about and describe the changes in humans including animals – growth and changes over time • To name the basic needs of humans 	<ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, paper and cardboard 	<ul style="list-style-type: none"> • Select information from a range of given sources • Explore and create drawings and physical models • Identify and name a variety of 	<ul style="list-style-type: none"> • Measure change overtime e.g plant growth • What if plants do not get enough light and water? • Select information from a range of given sources 	<p>Notice that animals including humans have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals including humans for survival (water, food, shelter, air)</p> <p>Hygiene of humans</p>	<p>Identify and compare the suitability of a variety of everyday materials including wood, metal., plastic, glass, brick, rock, paper and cardboard for particular uses</p>

	<p>and animals</p> <ul style="list-style-type: none"> • To be able to talk about the importance of exercise & a balanced diet – looking at food groups and food pyramid • To classify objects as living, dead, never alive. 	<p>for particular uses</p> <ul style="list-style-type: none"> • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p>plants and animals in their habitats including micro habitats</p>	<ul style="list-style-type: none"> • Explore and create drawings • Observe and describe how seeds and bulbs grow into mature plants through germination 		
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History

Our school through time

To be able to ask questions and make predictions about the history of Stonehouse Park Infant School.

To make comparisons between life at school in the 1950s and life at school now.

To sequence images of our school over time.

(history society)

To compare artefacts from different periods in history.

To be able to demonstrate about changes to their school over time.

Museum of our school)

Steam Trains
LO: to identify what a steam train is – the first steam train

LO: to identify how steam trains have developed over time

LO: to identify who George Stephenson is and his impact on the development of trains

LO: to identify the positive impacts trains had for people in the 19th century

<p>Geography</p>	<p>- to use aerial photographs and plan perspectives to recognise landmarks and basic physical and human features of the UK.</p> <p>to use simple fieldwork and observational skills to study the geography of our school and its ground and the key physical and human features of its surrounding environment.</p>		<p><u>Paddington Key Knowledge and Vocabulary:</u></p> <p>revisit Y1 taught vocabulary- key human features, including city, town, village, port, harbour, shop.</p> <p>Extend to include- factory, farm, house, office.</p> <p><u>Key Knowledge and Vocabulary:</u></p> <p>A factory is a building or set of buildings where large amounts of goods are made using machines.</p> <p>A farm is an area of land, together with a house and buildings, used for growing crops and/or keeping animals as a business.</p>		<p>To know the main geographical differences between a place in England and that of a small place in a non-European country.</p> <p>To know the names of and locate the world's seven continents of the world.</p> <p>To know the names of and locate the five oceans of the world.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom. and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>-Identify the location of hot and cold areas of the world in relation to the Equator and the</p>	
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			<p>A house is a building that people, usually one family, live in.</p> <p>An office is a room or part of building in which people work.</p> <p>To be able to say they live in England.</p> <p>To explain some of the advantages and disadvantages of living in a city or a town/village Revisit Y1 taught vocabulary –</p> <p>Key physical features including, Beach, cliff, hill, river, coast.</p> <p>Extend to include- forest, sea, ocean, soil, valley, vegetation, and weather</p> <p>To be able to distinguish between physical and human features.</p>		<p>North and South Poles.</p> <p>- To know and use the terminologies: Left and right, below and next to, to describe the location of features and routes on maps.</p>	
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			<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom <u>and its surrounding seas.</u></p> <p>To be able to use four points of a compass to build knowledge of the United Kingdom, using North, South, East and West. - To know their address, including their postcode.</p> <p>To use world maps, atlases, globes, and digital/computer mapping (Google Earth) to locate familiar places.</p>			
D&T	<u>Taught next term</u>	<p><u>Making 3D Christmas cards</u></p> <p><u>Evaluate</u> to evaluate the pop up products already made</p>	<u>Taught next term</u>			

		<p><u>Skill</u> to develop my cutting skills to be able to explore different methods to make my card 3D</p> <p><u>Design</u> To be able to design a 3D christmas card selecting the methods I am going to use</p> <p><u>Make</u> To be able to select appropriate methods to have the desired effect on my 3D card</p> <p><u>Review</u> To review the effectiveness and design features of my card</p>				
RE			<p><u>Who is Muslim and how do they live?</u> Islam is the religion that Muslims follow</p> <p>Muslims believe Islam began in Mecca through a man called Muhammad</p>	<p><u>What is the good news Christians say Jesus brings?</u></p> <p>Christian beliefs of Easter</p> <p>The Easter Story</p> <p>Traditions of Easter</p>	<p><u>What makes some places sacred to believers?</u></p>	<p><u>What does it mean to belong to a faith community?</u></p>

			<p>Muslims believe that Allah is the one true God</p> <p>The holy book of Islam is called the Qur'an it is believed to be the word of God</p> <p>The Qur'an teaches Muslims how to be such as caring towards others</p> <p>Muslims worship in a religious building called a mosque</p>			
PE	<p>Games 1</p> <p>To be able to show control and balance in basic movements.</p> <p>To be able to show confidence in ball handling skills.</p> <p>To be able to control a moving ball in a variety of ways.</p> <p>To be able to show rolling and gathering skills with confidence and precision.</p>	<p>Dance 1</p> <p>To be able to select and explore an air pattern, jump and shape to form a short dance phrase based on Fireworks.</p> <ul style="list-style-type: none"> To be able to select and use a variety of movements to form a short dance phrase 	<p>Games 3:</p> <ul style="list-style-type: none"> To be able to move with a ball during a game. To be able to use space whilst passing and receiving a kicked ball. To be able to throw & catch to pass and receive a 	<p>Dance</p> <ul style="list-style-type: none"> To be able to select and explore a variety of movements based on using toy making tools. To be able to select and explore a variety of movements associated with toy Robots. 	<p>Games 3</p> <ul style="list-style-type: none"> To be able to understand and perform the basic skills required in tri-golf. To be able to control the distance when striking a ball. To be able to develop 	<p>Athletics</p> <ul style="list-style-type: none"> To be able to develop awareness of speed when running a short distance. To be able to develop awareness of space, height and distance. To be able to adjust and make changes to

	<ul style="list-style-type: none"> To be able to continue to perform rolling and gathering skills with control. To be able to continue to perform rolling and gathering skills with control. <p>Gymnastics 1</p> <ul style="list-style-type: none"> To be able to create basic shapes with the body with some control (introduction to linking shapes). To be able to perform low level shapes with some precision - pike, tuck and straddle. 	<p>based on a Rocket.</p> <ul style="list-style-type: none"> To be able to select and use a variety of movements to form a short dance phrase based on a Catherine Wheel. To be able to select and use a variety of movements to form a short dance phrase based on the sounds of a Firework. <p>To be able to select and use a variety of movements to form a group dance phrase based on the movements and sounds of Fireworks.</p> <ul style="list-style-type: none"> To be able to perform a variety of movement 	<p>ball in a game.</p> <ul style="list-style-type: none"> To be able to attack & defend in a game, making and denying space To be able to develop tactics when shooting at and protecting targets. To be able to apply attacking and defending skills into invasion games. <p>Gymnastics 2:</p> <ul style="list-style-type: none"> To be able to use apparatus (extended) safely with entrances, exits and 	<ul style="list-style-type: none"> To be able to select and explore a variety of movements associated with Toy Soldiers To be able to select and explore a variety of movements associated with Marionettes. To be able to select and explore a variety of movements associated with Toy Transport. To be able to create a class performance based on a Toy maker's Workshop. <p>Games 4</p>	<p>the skill of chipping the ball in the air.</p> <ul style="list-style-type: none"> To be able to accurately control the distance and height using a chipper. To be able to combine previous skills learnt into a group competition. To be able to use putting and chipping to replicate a course scenario. <p>Gymnastics 3</p> <ul style="list-style-type: none"> To be able to perform and develop dynamic balances with control. 	<p>running speed when completing different distances.</p> <ul style="list-style-type: none"> To be able to choose the best way to throw different pieces of equipment dependent on size & weight. To be able to throw and aim with accuracy towards a given target. To be able to jump for distance. <p>Dance 3</p> <ul style="list-style-type: none"> To be able to create simple dance phrases to show the movements
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	<ul style="list-style-type: none"> To be able to perform low level shapes with some precision - pike, tuck and straddle. To be able to explore medium level shapes with linking, mirroring and balances. To be able to compare and contrast low and medium level shapes with confidence. To be able to jump and land safely using apparatus. <p>Personal Care</p>	<p>s to form a group dance phrase based on the movements and sounds of Fireworks.</p> <p>Games 2</p> <ul style="list-style-type: none"> To be able to perform kicking skills with control and accuracy. To be able to perform underarm and overarm throwing with control. To be able to complete and perform net type activities with control. To be able to send and 	<p>balances .</p> <ul style="list-style-type: none"> To be able to rehearse low and medium level shapes. To be able to rehearse medium level shapes on apparatus (high level). To be able to perform shapes in flight using apparatus. To be able to rehearse rolling and strengthening balances To be able to roll safely using a variety of rolling techniques 	<ul style="list-style-type: none"> To be able to understand the basics of holding a hockey stick and dribbling a ball. To be able to pass a hockey ball to a partner and group with control. To be able to demonstrate attacking skills in hockey such as shooting. To be able to demonstrate bouncing a basketball with control. To be able to develop bouncing skills into 	<ul style="list-style-type: none"> To be able to develop two basic gymnastics shapes to incorporate into a sequence. To be able to develop the basic skills or jumping and landing. To be able to jump from a variety of heights, directions and landings. To be able to use large apparatus to perform a wide range of actions. To be able to balance & travel with a partner using the 	<p>of an Elephant.</p> <ul style="list-style-type: none"> To be able to create simple dance phrases to show the movements of a Lion. To be able to create simple dance phrases to show the movements of different Birds. To be able to create simple dance phrases to show the movements of different Sea Animals. To be able to create and rehearse simple dance phrases based on
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	<ul style="list-style-type: none"> To discuss facts about washing hygiene and how this affects and reflects our mental wellbeing. 	<p>receive a ball using a tennis racket with control.</p> <ul style="list-style-type: none"> To be able to demonstrate a range of striking and gathering skills. To be able to put striking and gathering skills into small sided games. <p>Teamwork and Leadership</p> <ul style="list-style-type: none"> To understand features of teamwork focusing on group rewards, careful listening and thoughtful speaking. 	<p>Sleep</p> <ul style="list-style-type: none"> To find out about things that children can do to aid good sleep and avoid poor sleep 	<p>dribbling activities.</p> <ul style="list-style-type: none"> To be able to move away from a defender whilst continuing to dribble. <p>Mindfulness</p> <ul style="list-style-type: none"> To recap what Mindfulness means and reacquaint themselves with some mindful techniques. To practice a mindfulness exercise using a mind jar as a focus object. To practice mindfulness outdoors. To focus on sending thoughts and gratitude as part of 	<p>mirror technique.</p> <p>Yoga</p> <ul style="list-style-type: none"> To be able to settle themselves for a yoga session by exploring breathing. To follow instructions for poses. To be able to create a story with an under-the-sea or animal theme using a prop to link at least three poses. To be able to practise some yoga relaxation techniques. To be able to participate in co-operative yoga with a partner. 	<p>the movements of different Animals.</p> <ul style="list-style-type: none"> To be able to rehearse and perform dance phrases based on the movements of different Animals. <p>Nutrition</p> <ul style="list-style-type: none"> To recap knowledge of food groups from last year. To focus on sugar and its impact on our health.
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				<p>mindfulness.</p> <ul style="list-style-type: none"> To practice mindful eating. To try visualisation using their own imaginary place. 		
PHSE		<p>Valuing Difference:</p> <ul style="list-style-type: none"> What makes us who we are? My Special people How do we make others feel? An act of kindness 	<p>Keeping safe:</p> <ul style="list-style-type: none"> Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? 	<p>Rights and respect:</p> <ul style="list-style-type: none"> Getting on with others When I feel like erupting Feeling safe Playing games Harold saves for something special Harold goes camping How can we look after our environment 	<p>Being my best:</p> <ul style="list-style-type: none"> You can do it! My day harold's postcard - Helping us to keep clean and healthy Harold's bathroom What does my body do? My body needs.... Basic first aid 	<p>Growing and changing:</p> <ul style="list-style-type: none"> A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Some secrets should never be kept
Computing		<p><u>We are astronauts:</u></p> <ul style="list-style-type: none"> plan a sequence of 	<p><u>We are games testers:</u></p> <ul style="list-style-type: none"> observe and describe 	<p><u>We are photographers:</u></p> <ul style="list-style-type: none"> consider the technical 	<p><u>We are safe researchers:</u></p> <ul style="list-style-type: none"> develop collaboration skills 	<p><u>We are animators:</u></p> <ul style="list-style-type: none"> understand how animation works

		<p>instructions to move sprites in Scratch Jr</p> <ul style="list-style-type: none"> • create, test and debug programmes for sprites in Scratch Jr • work with input and output in Scratch Jr • Use repetition in their programs • Design costumes for sprites 	<p>carefully what happens in computer games</p> <ul style="list-style-type: none"> • use logical reasoning to make predictions of what a program will do and test these predictions • think critically about computer games and their uses • Create sequences of instructions for a virtual robot to solve a problem • work out strategies for playing a game well • be aware of how to use games safely and 	<p>and artistic merits of photographs</p> <ul style="list-style-type: none"> • use the iPad camera app • take digital photographs • review, reject or pick the images they take • edit and enhance their photographs 	<p>through working as part of a group</p> <ul style="list-style-type: none"> • develop research skills through searching for information on the Internet • think through privacy implications of their use on search engines • be more discerning in evaluating online information • improve note-taking skills through the use of mind mapping • develop presentatio 	<ul style="list-style-type: none"> • use storyboards to plan an animation • create their own original characters, props and backgrounds for an animation • film, review and edit a stop-motion animation • record audio to accompany their animation • provide constructively critical feedback to their peers.
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			in balance with other activities		n skills through creating and delivering a short multimedia presentation.	
Music	<p style="text-align: center;"><u>Listen and appraise- Knowledge and Skills</u></p> <p style="text-align: center;">To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.</p> <p style="text-align: center;"><u>Games- Knowledge Skills</u></p> <ul style="list-style-type: none"> ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. <ul style="list-style-type: none"> ● Rhythms are different from the steady pulse. ● We add high and low sounds, pitch, when we sing and play our instruments. <p style="text-align: center;">There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> ● Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse. <ul style="list-style-type: none"> ● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. ● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy. ● Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat. ● Game 4a – Pitch Copy Back and Vocal Warm-up 2 					

	<p>Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'</p> <p>Singing & Knowledge Skills</p> <ul style="list-style-type: none"> • To confidently know and sing five songs from memory. • To know that unison is everyone singing at the same time. • Songs include other ways of using the voice e.g. rapping (spoken word). • To know why we need to warm up our voices. • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader. 					
Music	<p><u>Hands Feet Heart</u> improvising</p> <ul style="list-style-type: none"> • Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words). • Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. 	<p><u>Singing christmas songs</u></p> <ul style="list-style-type: none"> • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). • Learn to find a comfortable singing position. 	<p><u>I wanna play in a band</u></p> <ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea. • Treat instruments carefully and with respect. • Learn to play a tuned instrumental part that matches 	<p><u>Zootime</u></p> <ul style="list-style-type: none"> • To know that music has a steady pulse, like a heartbeat. • Rhythms are different from the steady pulse. 	<p><u>Friendship song</u></p>	<p><u>Reflect Rewind and Replay</u></p>

	<ul style="list-style-type: none">• Improvise! Take it in turns to improvise using C or C and D.	<ul style="list-style-type: none">• Learn to start and stop singing when following a leader.	<p>their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <ul style="list-style-type: none">• Play the part in time with the steady pulse.• Listen to and follow musical instructions from a leader.• Help create three simple melodies with the Units using one, three or five different notes.• Learn how the notes of the composition can be			
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			written down and changed if necessary.			
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