

| YEAR<br><b>2</b> | <b>AUTUMN</b>   |   | <b>SPRING</b>  |   | <b>SUMMER</b>   |
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| <b>History</b>   | <p align="center"><b>Significant People Internationally</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>Who are explorers and where have some explorers travelled in different periods of time?</li> <li>Who was Ibn Battuta and when did he travel?</li> <li>How important was Ibn Battuta?</li> <li>where the people studied fit into a chronological framework.</li> <li>some ways that we find out about the past.</li> <li>ways in which the past is represented.</li> <li>to choose and use parts of stories and other sources to show understanding of significance.</li> <li>to choose and use parts of stories and other sources to show understanding of similarity and difference.</li> <li>to recognise why people did things and what happened as a result.</li> <li>to talk about who was important in an historical account.</li> </ol> |   | <p align="center"><b>The Coming of the Railways</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>Chronology and Vocabulary</li> <li>Using chronological vocabulary with a timeline</li> <li>Who was George Stephenson?</li> <li>When was George Stephenson alive?</li> <li>What did George Stephenson do?</li> <li>Stephenson's Rocket</li> <li>Changes in railways and trains</li> <li>Stephenson's impact locally and nationally</li> <li>Enquiry – Was George Stephenson all that significant?</li> <li>a wide vocabulary of everyday historical terms.</li> <li>to choose and use parts of stories and other sources to show understanding of significance.</li> </ol> |   | <p align="center"><b>Events, People &amp; Places in Birmingham</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>Is there any difference between Birmingham today and in the time of their parents and grandparents?</li> <li>Would you prefer to have lived in Birmingham in the past or now?</li> <li>Were there times in the past when life in Birmingham was particularly unusual and why was this?</li> <li>where the events studied fit into a chronological framework.</li> <li>to identify similarities/differences between periods.</li> <li>to ask and answer questions.</li> <li>to choose and use parts of stories and other sources to show understanding of continuity and change.</li> <li>to choose and use parts of stories and other sources to show understanding of cause and consequence.</li> <li>to identify similarities and differences between ways of life at different times.</li> </ol> |
| <b>Geography</b> | <p align="center"><b>Spatial Sense<br/>Where Do I live?</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>about the seven continents and five oceans of the world and identify each one on a world map.</li> <li>where to locate the UK on a world map</li> </ol>  | <p align="center"><b>Life in The City</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>what a city is and what makes a city a city.</li> <li>that cities are important and will locate some major cities around the world.</li> </ol> | <p align="center"><b>Around the World</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>the name and location of each of the seven continents of the world.</li> <li>that France is a country in Europe and identify some of its key features.</li> </ol>   | <p align="center"><b>Who Lives here?</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>who lives on the largest island in the world, Greenland and about both the traditional and modern way of life for Inuits. In their independent</li> </ol> | <p align="center"><b>Let's Go On Safari</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>to locate the UK and Kenya on a world map and about the idea of a safari and what they might see on a Kenyan safari.</li> <li>about how different places around the world have different climates based on the location of the poles and the equator. By looking at Kenya's wet and dry seasons and compare Kenya's climate to the UK climate.</li> </ol>  |

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|  | <p>and identify it as being a country within Europe.</p> <ol style="list-style-type: none"> <li>3. how the UK is split into four countries and that each country has its own capital city and start to consider the idea of national identity.</li> <li>4. about some of the human and physical features of each country within the UK and identify the national flowers and flags.</li> <li>5. the difference between villages, towns and cities, and learn what the terms 'urban' and 'rural' mean by locating Birmingham and the local area on a map and think about what kind of settlement they live in.</li> <li>6. about the road and house they live in by knowing what an address is and why it is useful, before working out what their own address is. They can</li> </ol> | <ol style="list-style-type: none"> <li>3. about human and physical features found in cities and will use new vocabulary to locate and describe the physical and human features found in Vancouver.</li> <li>4. about the physical features of Edinburgh and Cape Town and will use language to describe and compare the physical features of two different cities.</li> <li>5. about the human features of Edinburgh and Cape Town and will use language to describe and compare the human features of two different cities.</li> <li>6. what a bird's eye view is and describe maps from this perspective.</li> <li>7. how to use symbols to</li> </ol> | <ol style="list-style-type: none"> <li>3. to locate the continent of Asia and identify and describe some of the key features and characteristics of China, recognising it as a country in the continent of Asia.</li> <li>4. to locate the continent of Australia, noting that Australia is both the name of a continent and a country within that continent and identify and describe some of the key features and characteristics of Australia.</li> <li>5. to locate Africa on a world map and identify Kenya as a country within Africa and identify and describe some of the key characteristics and features of Kenya, as well as comparing urban and rural life.</li> <li>6. to locate the USA on a world map and identify it as a</li> </ol> | <p>activities they will match answers to questions, sort fact cards, or identify true and false statements. They will compare and contrast the traditional Inuit way of life to their own lifestyle using given headings.</p> <ol style="list-style-type: none"> <li>2. about the way of life of the Yanomami people in South America about their homes, the differing roles of men and women, the food they eat, and how they celebrate. In their independent activities, children will use what they have learnt to identify true and false statements, complete sentences and answer questions. In the alternative activity, children will pretend to be members of a Yanomami village and make decisions together.</li> </ol> | <ol style="list-style-type: none"> <li>3. about a variety of animals that live in Kenya and will identify their features and what geographical features the animals need, such as bodies of water or trees for shade.</li> <li>4. about the four points of a compass and how we can use them to navigate around a map.</li> <li>5. how grids on a map can be used to travel a given number of places in different directions.</li> <li>6. about different land features of Kenya, such as savannahs, valleys, mountains and beaches, and describe their features.</li> <li>7. to compare large cities and small villages in Kenya using appropriate vocabulary to describe the different landscapes of Kenya.</li> <li>8. about the many different groups of people who live in Kenya and will compare people who live in large cities with those who live in more rural areas.</li> <li>9. about the Maasai tribe and start to consider the differences between Maasai life and like in the UK.</li> <li>10. about ways in which Kenya is similar to or different from the UK by comparing areas such as landscapes, towns, villages, food, clothing and lifestyles.</li> </ol> |
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|  | <p>then answer the question, 'Where do I live?' in detail using everything they have learnt.</p> | <p>represent objects in a bird's eye view map by exploring how to use symbols to represent objects in a bird's eye view map.</p> | <p>country within North America and how it is organised into states, identifying some of the major landmarks of the country, as well as looking at how 4th July is celebrated.</p> <p>7. to locate South America on a world map and identify Brazil as a country within this continent, identifying some key landmarks of Brazil before identifying a variety of geographical features, such as rivers and mountains.</p> <p>8. to locate Antarctica on a world map and that it has no countries or people living there, apart from researchers. They will explore what these researchers do in Antarctica and find out about some of the animals that live there. They can then recap</p> | <p>3. about a nomadic way of life by exploring the lifestyle of those who live on the Mongolian grasslands and about why they need to keep moving from place to place, and what their portable homes are like. In their independent activities, children will use a map and key to answer questions involving simple compass directions. In the alternative activity, children will discuss the advantages and disadvantages of the nomadic way of life</p> <p>4. about the traditional way of life of the Maasai people in Kenya and what their villages are like, why their animals are so important to them, and other aspects of the</p> |  |
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|  |  |  | <p>everything they have learnt about the seven continents and some of the countries within them.</p> | <p>Maasai culture. In their independent activities, children will use what they have learnt to explain what life is like in a Maasai village. In the FSD? activity, children will match and sequence pictures and descriptions of how to build a Maasai house</p> <p>5. about the underground cave homes created by the Berber people in Tunisia and how they were built, as well as why people choose to live there.</p> <p>They will explore the culture of the Berber people, by either creating their own paper weaving of a kilim, or following some simple recipes for making flavoured cous cous.</p> |  |
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| Science | Growth and Survival   | Living in Habitats  | Growing Plants   | Super Scientists   | Exploring Everyday Materials  |
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|         | <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. why animals have babies, then match parent animals to their offspring.</li> <li>2. about how animals who give birth to live offspring, and those who lay eggs, reproduce by matching and sorting animals according to various criteria.</li> <li>3. about ways in which the body grows over time, then either describe some changes in their own words, or conduct a height investigation.</li> <li>4. about the basic needs of animals, such as eating, drinking and breathing by considering how these needs vary between species, then explain the needs of various animals in their own words.</li> <li>5. how these needs vary between species.</li> </ol> | <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. some life processes which indicate that animals and plants are alive. By identifying and sort objects and organisms into group: living and non-living things.</li> <li>2. to sort objects and organisms into group: living and non-living things.</li> <li>3. about what a habitat is, and what animals and plants need to survive in them.</li> <li>4. features of seaside habitats and discuss which plants and animals might live in it, and where. They may then either identify and name a variety of organisms, or sort organisms into those found in seaside habitats, and those found in other habitats.</li> <li>5. characteristics of animals which give clues about the</li> </ol> | <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. how best to plant and grow different seed types.</li> <li>2. about bulbs: their large food source, and the times of year at which they grow.</li> <li>3. about fruits: the seeds they contain and some ways in which they are dispersed.</li> <li>4. about germination and the various conditions seeds need to germinate.</li> <li>5. how plants change over time.</li> </ol> | <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about some of the work of Isaac Newton.</li> <li>2. ways in which the speed of falling objects can be affected.</li> <li>3. about Isaac Newton's work and discoveries regarding light.</li> <li>4. about the ways in which light passes through transparent objects.</li> <li>5. about Maggie Aderin-Pocock and her work.</li> <li>6. about the wind and its effects.</li> <li>7. about some of the work of Alexander Graham Bell.</li> <li>8. ways in which sound travels through different materials.</li> <li>9. about some significant historical discoveries about the body.</li> <li>10. about the work of significant scientists who</li> </ol> | <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about some common materials and similar materials that could be grouped in the same ways.</li> <li>2. about some natural and man-made materials.</li> <li>3. That materials can be manipulated by squashing, bending, twisting and stretching.</li> <li>4. to predict how other materials might behave.</li> <li>5. about a variety of objects made using metal or plastic and consider why each material has been used.</li> <li>6. about how trees are turned into materials we use.</li> <li>7. why different objects are made using metal or plastic, then describe the uses of objects and the materials they are made from.</li> <li>8. about some man-made materials, their uses and their inventors.</li> </ol> |

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|                   | <p>6. about ways in which habitats provide some things that animals need, and how animals are best suited to specific environments.</p> <p>7. about foods: which are more/less healthy.</p> <p>8. the importance of exercise, and how different exercises, sports and activities affect different parts of the body. By either undertake a sorting activity, or plan a course of exercises.</p>   | <p>habitats they live in. By describe what they provide for the organisms that live in them, or how organisms are adapted to suit their habitat.</p> <p>6. about micro-habitats and the organisms that live in them.</p> <p>7. how organisms in a habitat are dependent upon one another, and that these dependencies can be shown as food chains. Try to make a food chain from a given set of organisms.</p>  |  | <p>studied how diseases affect the body.</p> <p>11. about some of the work of Thomas Edison to do with electricity and then make, test, change or improve their own electrical circuits.</p> |  |
| <p><b>Art</b></p> | <p><b>Animal Art</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about the shapes and colours of a variety of British (European) animals. They will complete a picture where part of an animal is already shown.</li> <li>2. some methods for observation.</li> <li>3. to use patterns, shapes and colours to identify a variety of African animals by making an African animal finger puppet.</li> <li>4. about the patterns and colours that elephants are decorated with during the Jaipur Elephant Festival. Children will create their own patterned elephant either on paper or with clay.</li> </ol> | <p><b>Self-portrait</b></p> <p>Children will learn</p> <ol style="list-style-type: none"> <li>1. about the difference between portraits and self-portraits by discussing and evaluating different existing works of art including some by Matisse, Kahlo, Rembrandt, Van Gogh and others.</li> <li>2. to evaluate different existing works of art including some by Matisse, Kahlo, Rembrandt, Van Gogh and others by looking at and discussing different forms of collage before having a go at creating a self-portrait collage themselves about collage as a medium to create self-portraits in using Julian Opie's style of portrait as inspiration.</li> </ol> | <p><b>Henri Rousseau</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about the life and works by Henri Rousseau.</li> <li>2. how Rousseau was a self-trained painter and never went to a jungle, instead he studied plants in the botanical gardens in Paris by creating fact booklets or create posters to explain to others the life of Rousseau.</li> <li>3. about famous portraits and landscapes by exploring real plants and flowers using a skills poster to develop their sketching skills.</li> <li>4. that Rousseau claims to have invented a new genre of 'Portrait-Landscapes' by creating their own version.</li> </ol> |  |  |

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|                                 | <ol style="list-style-type: none"> <li>5. about some Aboriginal animal art. Children will be shown how to make their own Aboriginal animal dot art either on paper or a terracotta pot.</li> <li>6. how to create a snake coil mobile or a sitting parrot by jumbled up photos, using visual clues to help them.</li> <li>7. about animal symbolism in native American culture, especially in totem pole artwork by choosing an animal or animals that they think best reflect their personality to use as the basis for some totem pole artwork.</li> <li>8. how to paint an Antarctic animal scene mixing shades of blue paint by looking at photos of Antarctica to see which animals and colours they can see. They will then paint an Antarctic animal scene with the skill focus on mixing shades of blue paint.</li> </ol> | <ol style="list-style-type: none"> <li>3. how to make different marks with different grades of pencil by exploring pencils and the letters on them defining what they mean and making links with different kinds of sketching as they explore.</li> <li>4. about a range of paints and the different effects they can be used to create by comparing and contrasting the use of water coloured paint and poster paint by completing the same picture in each different type of paint and discussing the outcome and their preferences.</li> <li>5. to compare and contrast the use of watercolour paint and poster paint by completing the same picture in each type of paint, and discussing the outcome and their preferences.</li> <li>6. about the shape and position of features on a face by sketching and painting their own portrait. They can create a silhouette profile portrait that reflects aspects of themselves.</li> <li>7. about why people create self-portraits, what they want to portray, and how they might do this using colour, poses or even objects.</li> <li>8. how sculptures can also be a form of portrait, and will look at examples made from wood, stone and metal.</li> </ol> | <ol style="list-style-type: none"> <li>5. about how animals are portrayed in Rousseau's paintings, in particular the pouncing animals by designing animal masks in the style of his works</li> <li>6. to evaluate all they have learnt about Henri Rousseau and how he used his imagination. By being challenged to imagine a place they've never been to before, re-create it in the style of Rousseau and include a portrait of themselves within the picture.</li> </ol>                             |
| <p><b>Design Technology</b></p> | <p style="text-align: center;"><b>Teddy Bear's Picnic</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about different picnic foods and where they have come from. Make rainbow omelette cakes, practising how to follow instructions and use equipment appropriately.</li> <li>2. what are the most appropriate foods to take on a picnic. Consider what are healthy and balanced food choices using an 'eatwell plate' and taste different types of picnic foods using appropriate vocabulary to describe them.</li> </ol>   | <p style="text-align: center;"><b>Wacky Windmills</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. what a windmill is and identify the different parts they have. Describe the appearance of different windmills and will begin to understand what they do.</li> <li>2. about windmill bases and what they are made of. Work with materials to find the best materials to make strong and sturdy windmill bases.</li> </ol>   | <p style="text-align: center;"><b>Flying Kites</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about kites made in different countries and what they are used for. To use colours, shapes and patterns to decorate a kite template.</li> <li>2. about materials that could be used to make different kites. Carry out tests to see which materials are more suitable for kite making. Children will make observations and write notes about the tests they do.</li> </ol> |

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|                  | <ol style="list-style-type: none"> <li>3. to make Teddy Bear Biscuits by following a set of instructions. Make Teddy Bear Biscuits by following a set of instructions</li> <li>4. to design a healthy food skewer to take on a picnic. Consider healthy options using the 'eatwell plate' and think about safety and hygiene when preparing food.</li> <li>5. to follow their designs to make their food skewers, remembering to be safe and careful.</li> <li>6. to evaluate their picnic food. Complete an evaluation sheet once they have finished the whole-class discussion</li> </ol> | <ol style="list-style-type: none"> <li>3. about windmill sails and what materials are used to make them. Use different materials to make different types of windmill sails.</li> <li>4. about different windmills around the worlds and their differences. Use templates and planing sheets to design their own windmill that they will make in the following lessons.</li> <li>5. to use a range of craft materials to make their windmill from their own plan. Follow instructions and use images to construct a model windmill.</li> <li>6. to evaluate the windmill-making process. To explain how their model could be improved if they were to make it again.</li> </ol> | <ol style="list-style-type: none"> <li>3. what a carp kite is and why it is flown on Children's Day in Japan. Follow instructions to make their own carp kite.</li> <li>4. about a diamond kite. Look at images of different diamond kites and describe the colours and features they have. They will design their own diamond kite on provided templates</li> <li>5. to use a range of materials to follow their plan and make a diamond kite. Follow instructions and solve problems to make a successful diamond kite.</li> <li>6. to evaluate the kite-making process. Answer questions to explain their successes and failures during the kite-making process.</li> </ol> |  |   |   |
| <p><b>PE</b></p> | <p><b>Dodgeball and Hockey</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. different ways of traveling with increasing speed and agility.</li> <li>2. different ways of travelling at different speeds and following different pathways, directions or courses.</li> <li>3. to change speed and direction whilst running.</li> </ol>  | <p><b>Gymnastics</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. various ways of travelling and balancing with different parts of the body being the highest point or the closet to the ground.</li> <li>2. how one movement can link with another smoothly and continuously.</li> <li>3. that movement can be performed at different speeds</li> </ol>  | <p><b>Dance</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. to make shapes with their whole body and with isolated body parts, showing how to make the shapes round, spikey, twisty, flat.</li> <li>2. to perform the basic dance actions with expressions to show mood and feelings.</li> <li>3. to demonstrate jumping actions such as springing, bounding, leaping,</li> </ol>  | <p><b>Kickball Rounders</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. sending and receiving skills using throwing, catching and kicking with consistency, coordination and control, using a variety of apparatus, when in a stationary position and when on the move.</li> <li>2. passing and receiving skills when under pressure.</li> </ol> | <p><b>Tennis</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. which part of the racket will give the best bounce on contact with the ball.</li> <li>2. one handed holding of a racket.</li> <li>3. to control a racket by balancing the ball on a racket and moving from one point to another.</li> <li>4. to pass and throw a flat object to a partner using their racket.</li> </ol> | <p><b>Athletics</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. a technique to use in short distance running and when following a curved line.</li> <li>2. to pace themselves when running and travel at different speeds, starting to be aware of my different stride lengths.</li> <li>3. to run over a series of hurdles without knocking them over by lifting up their</li> </ol> |



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| <p>4. to choose and use the best space in a game.</p> <p>5. to demonstrate consistency and accuracy in bouncing, throwing, catching, dribbling, kicking and striking skills.</p> <p>6. sending and receiving skills using throwing, catching and kicking with consistency, coordination and control, using a variety of apparatus, when in a stationary position and when on the move.</p> <p>7. passing and receiving skills when under pressure.</p> <p>8. simple attacking and defending strategies e.g. vary the height and speed of the pass.</p> <p>9. to play co-operative and competitive striking, net, aiming and invasion type games with a partner using</p> | <p>and on different levels.</p> <p>4. to plan and link together two or three movements showing control and coordination.</p> <p>5. different pathways on the floor or apparatus e.g. straight, zig zag and curving and travel along them using different directions.</p> <p>6. to select and link three different ways of travelling to create an interesting pathway (have a definite beginning, middle and end).</p> <p>7. a variety of controlled jumps e.g. ¼ ½ ¾ or full turn using one foot to two feet or two feet to two feet.</p> <p>8. the safety implications and show a variety of rolls and spins on different parts of the body showing contrast in the speed.</p> | <p>pouncing in different ways (light and heavy) to fit a purpose, for example for joy.</p> <p>4. to give consideration to the timing of their actions, considering rhythm.</p> <p>5. to travel using curved and zig zag pathways.</p> <p>6. to work with a partner to show simple relationships and compositional ideas including follow my leader, copying movements, follow side by side, back to back, moving at the same time or one after another.</p> <p>7. to improvise, create and perform simple movements and rhythmic patterns in different formations in response to a variety of stimuli, including dancing with an object.</p> <p>8. to perform short dances, linking</p> | <p>3. to understand and demonstrate striking, passing and receiving with a partner using a range of apparatus</p> <p>4. to use 'beat your own record' activities to put skills under pressure and improve performance.</p> <p>5. simple tactics to work as a team.</p> <p>6. to play co-operative and competitive striking, net, aiming and invasion type games with a partner using appropriate apparatus and skills.</p> <p>7. to play with confidence in varying formations.</p> <p>8. where best to place a ball in a field of defenders.</p> <p>9. the impact of kicking the ball too high or straight to a player on the opposing side.</p> | <p>5. to pass and throw the ball to their partner by using their racket.</p> <p>6. to bounce the ball on their racket with increasing consistency.</p> <p>7. to understand the term hand eye coordination and how this helps us in racket based sports.</p> <p>8. underarm hitting off the bounce to pass the ball to a partner.</p> <p>9. underarm hitting to hit the ball towards a target.</p> <p>10. the use of sidestepping to move towards a thrown ball.</p> | <p>knee to waist height.</p> <p>4. to push throw with two hands and with a bounce</p> <p>5. underarm throwing (fling throw) for distance and accuracy</p> <p>6. pull throw (overarm throwing).</p> <p>7. to jump with different take offs and landings.</p> <p>8. the difference in completing jumps from dominant – non dominant feet.</p> <p>9. to jump for height with control, showing an understanding of how the arms can affect jumping for height .</p> |
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|                  | appropriate apparatus and skills.  |   | actions fluently and with control.<br><b>Health and Fitness</b>  | 10. how to field a ball using whole body.   |  |  |
| <b>Computing</b> | <b>Ways to Present Information</b><br>Children will learn:<br>1. to design assets using JiT5 'Paint', 'Write' and 'Animate' tools.   | <b>Art of Animation</b><br>Children will learn:<br>1. to design animations that present information about oceans.<br>2. to draw assets using JiT5 'Paint'.<br>3. to add backgrounds and shared images to combine and create an effective animation.   | <b>Create a Topic-Based eBook</b><br>Children will learn:<br>1. to use JiT tools to create an eBook in JiT 'Mix' tool.<br>2. to include a mixture of text, painting and photos within a variety of page layouts.   | <b>Sequencing Simple Algorithms and Programs</b><br>Children will learn:<br>1. to predict and investigate route-based programs to answer numerous challenges.<br>2. to complete tasks that will require them to modify route-based programs<br>3. to make their own route-based programs. | <b>Collecting, Organising, and Presenting Data</b><br>Children will learn:<br>1. to develop a better understanding of interpreting data from a chart – using JiT 'Chart' and 'Pictogram' tools.<br>2. to gather opinions using the J2vote software.<br>3. to present the findings.                                   |  |
| <b>Music</b>     | <b>Hands, Feet, Heart</b><br>Children will learn:<br>1. a song by heart.<br>2. to confidently sing a song from memory.<br>3. that some songs have a chorus or a response/answer part.<br>4. that unison is everyone singing at the same time.<br>5. that music has a steady pulse, like a heartbeat. | <b>Ho, Ho, Ho</b><br>Children will learn:<br>1. a song by heart.<br>2. to confidently sing a song from memory.<br>3. that songs have a musical style.<br>4. that we can create rhythms from words, our names, favourite food, colours, animals.<br>5. that rhythms are different from the steady pulse. | <b>I Wanna Play in a Band</b><br>Children will learn:<br>1. a song by heart.<br>2. to confidently sing a song from memory.<br>3. how they can enjoy moving to music by dancing, marching, being animals or pop stars.<br>4. that we add high and low sounds (pitch) when we sing and play our instruments. | <b>Zootime</b><br>Children will learn:<br>1. a song by heart.<br>2. to confidently sing a song from memory.<br>3. how songs can tell a story or describe an idea.<br>4. that they can make different types of sounds with their voices – they can rap (spoken word with rhythm).          | <b>Friendship Song</b><br>Children will learn:<br>1. a song by heart.<br>2. to confidently sing a song from memory.<br>3. that songs include other ways of using the voice eg rapping (spoken word).<br>4. to listen to and follow musical instructions from a leader.<br>5. that a performance can be for a special | <b>Reflect, Rewind and Replay</b><br>Children will learn:<br>1. to know why they must warm up their voice.<br>2. to find a comfortable singing position.<br>3. that an audience can include your parents and friends.<br>4. to add their ideas to the performance. |

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|  | <p>6. the names of the notes in their instrumental part from memory or when written down.</p> <p>7. that improvisation is making up your own tunes on the spot.</p> <p>8. that composing is like writing a story.</p> <p>9. that everyone can compose.</p> <p>10. that performing is sharing music with an audience.</p> | <p>6. the names of the untuned percussion instruments played in class.</p> <p>7. to treat instruments carefully with respect.</p> <p>8. that when someone improvises, they make up their own tune that belongs to them that has not been heard or written down before.</p> <p>9. to help create three simple melodies using one, three or five different notes.</p> | <p>5. to play a tuned instrumental part using one of the four differentiated parts (a one-note, simple or medium part).</p> <p>6. to play the part in time with the steady pulse.</p> <p>7. that everyone can improvise and you can use one or two notes.</p> <p>8. how the notes of the composition can be written down and changed if necessary.</p> | <p>5. to start and stop singing when following a leader.</p> <p>6. to perform a song they have chosen and learned.</p> | <p>occasion and involve a class, a year group or a whole school.</p> | <p>5. to record the performance and say how they were feeling about it.</p> |
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