

YEAR 2

AUTUMN 1
'Journey into
the Unknown'

AUTUMN 2
'Journey into the
Unknown'

SPRING 1
'Victorious
Victorians'

SPRING 2
'Victorious Victorians'

SUMMER 1
'Oh we do love to
be beside the
seaside!'

SUMMER 2
'Oh we do love to
be beside the
seaside!'

MATHS
White Rose
Times Table Rockstars

Number

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 words.
- Identify, represent and estimate numbers using different representations (including number lines).
- Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.
- Use place value and number facts to solve problems.

Addition and Subtraction

- Secure fluency in addition and subtraction facts within 10, through continued practice.
- Add and subtract across 10.
- Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.
- Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.
- Add three one-digit numbers.
- Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".
- Solve problems involving numbers, quantities and measures using concrete and pictorial resources. (Using both mental and written methods).
- Recognise and use the inverse relationship between addition and subtraction to check calculations and solve missing number problems (Algebra).

Geometry

Shape

- Use precise language to describe the properties of 2D and 3D shapes, and compare and sort shapes by reasoning about similarities and differences in properties.
- Recognise 2D shapes on the surface of 3D shapes.

Measurement

Money

- Recognise and use symbols for pounds (£) and pence (p), combining amounts to make particular values.
- Find different combinations of coins that make the same amounts of money.
- Solve simple problems in a practical context, involving addition and subtraction of money, including giving change.

Number

Multiplication and Division

- Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.
- Recognise odd and even numbers.
- Recognise that multiplication can be done in any order (commutative), yet division cannot.
- Calculate mathematical statements for multiplication and division within the tables and write number sentences.
- Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division).
- Solve problems using multiplication and division using arrays, repeated addition, mental methods and known facts.

Measurement

Length and height

Mass, capacity and temperature

- Choose and use the appropriate standard units of measure for:
 - lengths and heights
 - mass/weight
 - capacity
- Measure using scales, rulers, thermometers and measuring vessels.
- Compare and order length, mass, volume/capacity and record results using <, > and =

Measurement

Time

- Compare and sequence intervals of time.
- Tell the write the time to five minutes, including quarter past/to the hour and draw hands on a clock face to show these times.
- Know the number of minutes in an hour and hours in a day.

Number

Fractions

- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a set of shapes, length, set of objects or quantity.
- Recognise equivalence of $\frac{1}{2}$ and $\frac{2}{4}$.
- Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3.

Measurement

Time

- Compare and sequence intervals of time.
- Tell the write the time to five minutes, including quarter past/to the hour and draw hands on a clock face to show these times.
- Know the number of minutes in an hour and hours in a day.

Statistics

- Interpret and construct simple pictograms, tally charts, block diagrams and tables.
- Ask and answer simple questions by counting objects in a category and by sorting categories by quantity.
- Ask and answer questions about totalling and comparing categorical data.

Geometry

Position and Direction

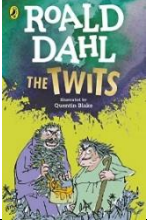
- Order and arrange combinations of mathematical objects in patterns and sequences.
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line.
- Describe rotation as a turn in terms of right angles, quarters, halves and three-quarters (clockwise or anti-clockwise).

ENGLISH
I am a Clever Writer
Bug Club
No Nonsense Spelling
Penpals
Reading
Detectives/Explorers

- Oracy**
- Talk about topics that are of interest to them.
 - Ask questions to gain information/clarify meaning.
 - Begin to develop and explain their ideas.
 - Express themselves using complete sentences.
 - Make more specific vocabulary choices.
 - To know be that formal and informal situations require a different role/language.
 - Retell a familiar story using narrative language and linking phrases.
 - Recount an event in sentences using specifically chosen vocabulary.
 - Perform a simple poem from memory.

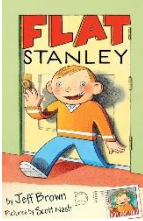
Active Read:

The Twits by Roald Dahl



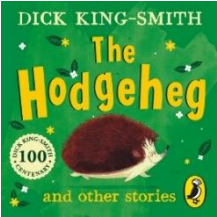
Active Read:

Flat Stanley by Jeff Brown



Active Read:

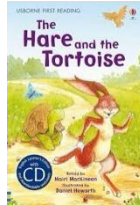
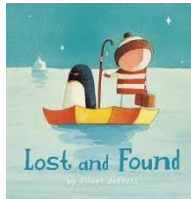
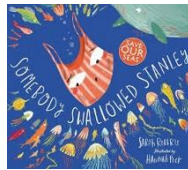
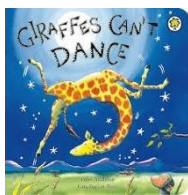
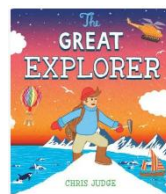
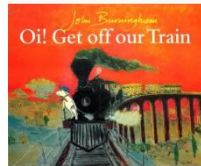
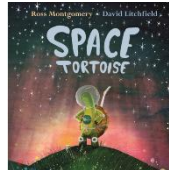
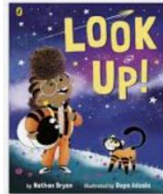
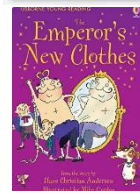
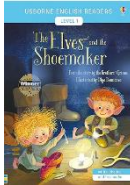
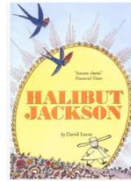
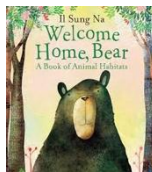
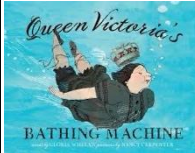
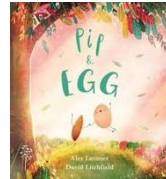
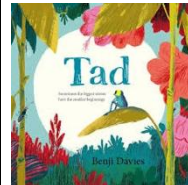
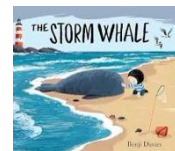
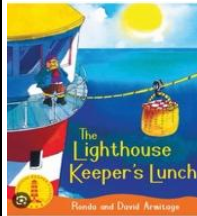
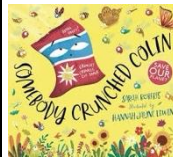
The Hodgeheg by Dick King-Smith



- Reading**
- Secure with year group phonics expectation phase 5/6.
 - Read all year 2 common exception words.
 - To read with fluency and expression and not overtly sounding out words.
 - Read accurately most words of two or more syllables.
 - Read most words containing common suffixes*
 - In age-appropriate books, they can:
 - Check it makes sense to them, correcting any inaccurate reading.
 - Answer questions and make some inferences.
 - Explain what has happened so far in what they have read.
 - Make a plausible prediction about what might happen
 - Make links between the book they are reading and other books they have read.

- Phonics/Spelling**
- To be secure in all phase 5 and Spelling shed (phase 6).
 - Year 2 common exception words.
 - Year 2 high frequency words.
 - Year 2 spellings as directed in Spelling shed programme.
 - To be able to spell days of the week.
 -

Sounds	Key Words/Tricky Words	Reading Book Band (Pearsons)
Recap Phase 5 Sounds Phase 6	Recap Phase 4 Tricky Words Recap Phase 5 Tricky Words High Frequency Words	Pink Red Yellow Blue Green Orange Turquoise Purple Gold White Lime

	Stimuli for writing:  The Hare and the Tortoise (Retell)  Lost and Found (Retell)  The Pirates Next Door (Retell)  Somebody Swallowed Stanley (Retell)  Giraffes Can't Dance (Retell)  The Great Explorer (Diary entry)	Stimuli for writing:  Oil! Get off our Train (Retell)  Emma Jane's Aeroplane (Retell)  Space Tortoise (Retell)  Look Up! (Retell)  The Emperor's New Clothes (Retell)  The Elves and the Shoemaker (Retell)	Stimuli for writing:  The Snowman - Instruction writing  Halibut Jackson (Retell)  Jack and the Beanstalk (Retell)  The Girl who Planted Trees (Retell)  The Oak Tree (Retell)  The Secret Sky Garden (Diary entry)	Stimuli for writing:  Welcome Home, Bear (Retell)  Queen Victoria's Bathing Machine (Retell)  Queen Victoria (non-chronological report)  Vlad and Florence Nightingale (Retell)  Braintree Museum School Trip (Recount)  Little People, Big Dreams Florence Nightingale (Recount)	Stimuli for writing:  Pip and Egg (Retell)  How to Plant Cress (Instructions)  Tad (Retell)  Life Cycles (Explanation of a frog lifecycle)  Clean Up! (Letter of persuasion)  The Storm Whale (Retell)	Stimuli for writing:  The Lighthouse Keeper's Lunch (Diary entry/retell/instruction writing)  Seaside Poetry  Somebody Crushed Colin (retell/consolidation)
Writing Handwriting - Use joined handwriting with the correct strokes. Planning, Composition and Editing - Plan out loud what they are going to write, sentence by sentence. - Use a wider range of openers to start sentences. - Make simple additions and / or revisions to writing (e.g. spellings, missing words, correcting tense, punctuation). Grammar and Punctuation - Use the conjunctions and, because, but, or and that - Use 'when' and 'if' as sentence openers. - Use expanded noun phrases using one or more adjectives. - Use apostrophes for contractions. - Use apostrophes for possession. - Use commas in a list of nouns and to separate adjectives when describing a noun. - Use the progressive past and present tense. - Use exclamation and question marks correctly.						

	Spelling - Spelling rules considered (e.g. 'ai' never being at the end of a word and doubling the consonant when CVC and not when CVVC). - Spell most of the common exception words correctly. - Spell some homophones. - Words ending in 'y' changed to endings 'es' / 's' / 'er' / 'ed' / 'ing' - Words ending in 'e' changed to endings 'es' / 's' / 'er' / 'ed' / 'ing' - Apply the suffixes '-ness', '-ly', '-ful', '-less' and '-ment'.					
SCIENCE White Rose Science	Animals' need for survival Humans - Find out about and describe the basic needs of animals including humans for survival (water, food and air) - Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	Materials/ Plastics - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - Find out how the shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Plants (light and dark) / Living things and their habitats - Observe and describe how seeds and bulbs grow into mature plants. - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - Explore and compare the differences between things that are living, dead and things that have never been alive. - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basics needs of different kinds of animals and plants, and how they depend on each other - Identify and name a variety of plants and animals in their habitats, including micro-habitats - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Living things and their habitats / plants - Observe and describe how seeds and bulbs grow into mature plants. - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - Explore and compare the differences between things that are living, dead and things that have never been alive. - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basics needs of different kinds of animals and plants, and how they depend on each other - Identify and name a variety of plants and animals in their habitats, including micro-habitats - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Plants (Bulbs and seeds) - Growing up - Observe and describe how seeds and bulbs grow into mature plants. - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - Notice that animals including humans, have offspring which grow into adults	Bulbs and seeds, Growing up, Wildlife - Observe and describe how seeds and bulbs grow into mature plants. - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
	Working Scientifically - Asking simple questions and recognising that they can be answered in different ways - Observing closely, using simple equipment - Performing simple tests - Identifying and classifying - Using their observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions.					
HISTORY		Big Question: How has the way we travel changed?	Big Question: How have hospitals changed from the past?	Big Question: What was life like for Victorian Children?		

Chronology and Timelines

- Sequence photographs etc. from different periods of their life.
- Sequence artefacts closer together in time.

Historical enquiry

- Recognise why people did things, why events happened and what happened as a result.
- Identify differences between ways of life at different times.

Knowledge of World, British and local events and people

- Compare pictures or photographs of people or events in the past.

Interpreting Sources

- Discuss reliability of photos/ accounts/stories observe or handle sources.

Organisation and communication

- Describe memories of key events in lives.
- Answer questions about the past on the basis of simple observations.
- Communicate their **knowledge** through: Discussion, drawing pictures, drama/role play and writing.

Global Learning Link: 9



What if we had no transport?

Chronology and Timelines

- Sequence photographs etc. from different periods of time about hospitals from the Victorian era to today.
- Sequence artefacts closer together in time.
-

Organisation and communication

- Who was Florence Nightingale?
- Why is she important for hospitals?
- How has she made a difference?
- Describe key events.
- Answer questions about the past on the basis of simple observations.
- Communicate their **knowledge** through: Discussion, drawing pictures, drama/role play and writing.

Global learning link 16



Historical enquiry

- Recognise why people did things, why events happened and what happened as a result.
- Identify differences between ways of life at different times.

Knowledge of World, British and local events and people

- Compare pictures or photographs of people or events in the past.

Interpreting Sources

- Discuss reliability of photos/ accounts/stories observe or handle sources.

Global Learning Link: 16



Rich and poor Victorian children

GEOGRAPHY

Big Question: How do the Caribbean islands compare to our own island?

Geographical Skills and Fieldwork

- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

Physical Geography

- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Locational knowledge

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the seas surrounding the United Kingdom.

Enquiry and Communication

- Understand geographical similarities and differences through studying the human and physical geography of a coastal town of the United Kingdom, and of a coastal town in a contrasting non-European country concentrating on islands and sea sides.

Big Question: What is the geography of where I live?

Geographical Skills and Fieldwork

- Identify the key human and physical features of their surrounding environment (CL). Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study and describe the geography of where their school building and its grounds sits within the local area (Church Langley).

Human Geography

- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

USE ACROSS ALL GEOGRAPHY TOPICS

Physical Geography

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

USE ACROSS ALL GEOGRAPHY TOPICS

Global Learning Links: 14



Lighthouses and sea creatures.

	Global Learning Links 2 and 8 (Fair Trade)					
COMPUTING Teach Computing	Computing systems and networks - IT around us - To recognise the uses and features of information technology - To explain how information technology helps us	Creating media - Digital photography/Making music - To use a digital device to take a photograph - To use tools to change an image - To show how music is made from a series of notes - To create music for a purpose using a computer program.	E-Safety (Safer Internet Day February) - To explain how to use information technology safely - To recognise that choices are made when using information technology - To recognise how to keep personal information safe.	Data and Information Pictograms - To create a pictogram - To select objects by attribute and make comparisons - To explain that we can present information using a computer	Coding and Programming - Robot Algorithms - To explain what happens when we change the order of instructions - To use logical reasoning to predict the outcome of a program (series of commands) - To design an algorithm - To create and debug a program that I have written Coding and Programming - An introduction to quizzes - To explain that a sequence of commands has a start and an outcome - To create a program using a given design - To create a program using my own design	
D&T					Food Technology Weighing and measuring - use measuring spoons for liquids, solids and dry ingredients . Cutting skills - use a serrated knife to cut a range of foods eg tomato, cheese. Serving and garnishing - lightly sprinkle garnish on cold food. Food safety - take part in simple clearing up tasks eg clearing and cleaning tables. Recipes and ingredients - follow simple recipes instructions eg using pictures. Global Learning Link  GOOD HEALTH AND WELL-BEING Healthy Sandwiches	Mechanisms Create products using levers, wheels and winding mechanisms. Use sliders, axels and pulleys.
ART	Drawing Artist: Amber Marine 		Painting Artist:  William Morris		3D Form Artist: Ptolemy  Eldrington	

	Pencil, charcoal, inks, chalk, pastels, ICT software, dye, pencils, crayon and pastels - Layer different media eg. Crayons, pastels, felt tips, charcoal and ball point. - Draw for a longer period of time from imagination and real objects including single and grouped objects. - Experiment with the visual elements line, shape, pattern and colour. Key Vocabulary: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Comparison, Still life, tools and techniques.		Watercolour, poster paint, powder paint, metallic and acrylic - Experiment with different types of paints. Learn about the properties of READY MIX PAINT. - Confidently mix primary colours to make secondary colours and experiment with shade. - Experiment with techniques, mixing media and blocking colour. - Mix and match colours to objects. Key vocabulary: Secondary (colour), light, dark, thick, thin, tone, warm, cold, shade e.g. different shades of red, green, blue, yellow, bright, colour wash, medium, tools and techniques.			- Sketch ideas for 3D form projects with increasing independence. - Source junk materials and discuss their possible use. - Use different materials for different purposes eg. bends, strength, shape, texture, colour. Key Vocabulary: Two-dimensional, three-dimensional, structure, assemble, construct, model, fold, attach, statue, curve, form, texture medium, tools and techniques.
	Review and Evaluate: - Record and explore ideas from first hand observations in a sketchbook. With support, make annotations of work and ideas. - Ask and answer questions about starting points of their work. - Develop and share their ideas, try things out and make changes. - With support, evaluate their art work saying what they like about it and what they wish was different.					
	Artist Appraisals: - Study the work of a range of great artists, illustrators and sculptors and understand the historical and cultural development of their art forms. Use ICT where applicable to deepen knowledge. - Evaluate and analyse creative works using the language of art, craft and design. - Imitate the work of famous artists, illustrators or sculptors using the same and different media. - Compare the work of different artists, share opinions.					
PSHE Happy Mind, Happy Me Medway PSHE ASSOCIATION	All About Me - To be able to identify what makes them unique. - To be able to label core emotions in themselves and others. - To understand the importance of finding	Relationships - (PSHE ASSOCIATION) What is bullying? - To understand how words and actions can affect how people feel. - To ask for and give/not give permission regarding	Resilience & Coping - Develop their understanding of mindfulness and what it means to be calm. - Be able to identify times they may need help from others and be introduced to the concept of 'worry'	Living in the Wider World (PSHE ASSOCIATION) What jobs do people do? - To know how jobs help people earn money to pay for things they need and want. - To know about a range of different jobs, including those done by people they know or	Being the Best Me I Can Be - To be introduced to the character trait of 'determination'. - To be able to relate to the achievements they have made and how this relates to being a role model.	RSE (MEDWAY) To know the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private.

	ways to understand and express their emotions. To be able to label the character traits of their peers and themselves.	physical contact and how to respond if physical contact makes them uncomfortable or unsafe. - To know why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable. - To know how to respond if this happens in different situations. - To know how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.	- Understand what it means to be resilient and 'bounce back'. - Be able to identify concrete examples of change in their lives. - Begin to think about the choices they make and how healthy/safe these choices can be. - Build up effective resources for use in day-to-day life when they need to be resilient.	people who work in their community. - To know how people have different strengths and interests that enable them to do different jobs. - To know how people use the internet and digital devices in their jobs and everyday life.	- To be introduced to the character trait of 'perseverance' and what this means. - To reflect on their own character traits and how these are shown in the classroom. - To reflect on their own character traits and how these are shown at home. - To reflect on their learning throughout the module and the related character traits	
RE	Human/Social Sciences: Thinking through living How do Christians belong to their faith family? Pupils are able to: - Identify how Christians beliefs impact on their worship and sense of belonging. - Identify some Christians symbols and artefacts. - Identify different ways in which Christians show they belong to their faith family. - Recognise that some people call themselves Christians.	Theology: Thinking through believing What does the nativity mean to a Christian? Pupils are able to: Give a clear, simple account of the Christmas Story.		Theology: Thinking through believing What does the cross mean to a Christian? Pupils are able to: - Give a clear, simple account of the Easter Story. - Recognise that the Easter Story contains Christian beliefs about salvation. - Recognise that the Easter Story is a source of hope for Christians.		Philosophy: Thinking through thinking Why do people have different ideas of God? Pupils are able to: - To give a reason why a member of at least one religious community might believe in God. - To give a reason why a person might not believe in God. - To give an example of what a member of a religious community might believe about God. - Make connections between people's beliefs of right and wrong and their belief about God.
PE	Multi skills - Skipping - Agility activities - Jumping	Dance I can sequence a range of dance moves.	Dance I can create a dance with different formations, different movements	Gymnastics - I can move and balance with agility and coordination. - I can roll with coordination.	Gymnastics - I can practise key steps gymnastics positions. - I can use the vault safely by executing take off and	Athletics I can run at different speeds and use the correct technique when running.

	- Catching and throwing - Hurdles Games - Football - I can dribble, defend, attack and pass to a friend. - I can use the terms attacking and defending. - I can throw, catch and kick a ball in a game.	- I can move in time to music. - I can move into different positions and different formations. - I can structure sequences of actions and skills in different orders to improve performances. - I can comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance. Games - Catching and Throwing - I can throw, catch and kick a ball in a game. - I can catch various size balls. - I can throw various size balls overarm, using the correct technique. - I can bounce a ball with control whilst moving.	throughout a piece of music. - I can comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance. Games - Running - I can run at different speeds and use the correct technique when running. - I can develop flexibility, strength, technique and control when running, throwing and jumping. - I can analyse, modify and refine skills and techniques and how these are applied. - I can compare my performance with others.	- I can consolidate existing skills and develop a range of landing skills safely. - I can analyse, modify and refine skills and techniques and how these are applied. Games - Invasion Games - I can understand the basic rules of invasion games. - I can throw, catch and kick a ball in a game. - I can dribble, defend, attack and pass to a friend. - I can use the terms attacking and defending.	landing using control and consistency in different levels. - I can execute a controlled jump taking off with precision and landing accurately. - I can make a sequence on the floor and on the apparatus and then link the sequences together. - I can consolidate existing skills and develop a range of landing skills safely. - I can analyse, modify and refine skills and techniques and how these are applied. Games - 3 Tees Cricket - I can strike a ball with a range of bats for accuracy and distance. - I can perform learnt skills with good control. - I can analyse, modify and refine skills and techniques and how these are applied. - I can learn the rules of the game.	- I can develop flexibility, strength, technique and control when running, throwing and jumping. - I can analyse, modify and refine skills and techniques and how these are applied. - I can compare my performance with others. Games - 3 Tees Cricket - I can strike a ball with a range of bats for accuracy and distance. - I can perform learnt skills with good control. - I can analyse, modify and refine skills and techniques and how these are applied. - I can learn the rules of the game.
	Competitions - Gymnastics - Football - Mini Olympics					
MFL Language Angels	Listening - To listen to vocabulary and repeat back to an adult, another child or in front of a larger group. Speaking - To be able to count from 1 - 20. - To present ideas about themselves to an adult or partner, e.g je m'appelle.... J'ai ans J'habite a Harlow Reading - To read and recognise words learned and show/demonstrate understanding of what they mean.					

	Writing - To write words that relate to numbers 1 to 20. - To write words that relate to colours.						
MUSIC Simple Songs for Musicianship Charanga Sing Up!	Big Concept – Dynamics and Tempo Singing and Musicianship - Begin to understand the importance of vocal warm ups, focusing on good posture and breathing in phrases. - Sing songs and begin to consider how the melody and words should be interpreted. Begin to sing in tune within limited pitch range with a good sense of pulse and rhythm. Focus song: Ebeneezer Sneezer	Big Concept – Dynamics and Tempo Perform and Share - Begin to work as part of an ensemble or band, remembering the importance of starting and ending together following a leader. - Practise, rehearse and present performances with some awareness of audience. - Watch a recording and/or discuss performances. - Offer respectful comments and feedback about others.	Big Concept – Dynamics and Tempo Listen and Appraise Playing Instruments - Explore and create music using classroom percussion, tuned and untuned. Use glockenspiels, recorders or band instruments. - Play together in a band or ensemble, joining in as appropriate. Start to respond to simple musical cues (starting and stopping). - Begin to recognise and demonstrate awareness of a link between shape and pitch graphic notations (shapes, colours or pictures – puppets too).	Big Concept – Dynamics and Tempo Listen and Appraise Playing Instruments - Explore and create music using classroom percussion, tuned and untuned. Use glockenspiels, recorders or band instruments. - Play together in a band or ensemble, joining in as appropriate. Start to respond to simple musical cues (starting and stopping). - Begin to recognise and demonstrate awareness of a link between shape and pitch graphic notations (shapes, colours or pictures – puppets too).	Big Concept – Dynamics and Tempo Improvisation and Composition (ICT link) - They can take part in games and activities to deepen their understanding of pulse, pitch and rhythm. - Explore and create simple musical sounds with voices and instruments. - Create rhythmic patterns that lead to melodies. Move beyond two notes, increasing to three. - Record composition (ICT, pictorials, notation, videos, puppets, dots, colours etc.) - Create music which gets higher/lower (pitch), faster/slower(tempo) and louder/quieter (dynamics)	Big Concept – Dynamics and Tempo Improvisation and Composition (ICT link) - They can take part in games and activities to deepen their understanding of pulse, pitch and rhythm. - Explore and create simple musical sounds with voices and instruments. - Create rhythmic patterns that lead to melodies. Move beyond two notes, increasing to three. - Record composition (ICT, pictorials, notation, videos, puppets, dots, colours etc.) - Create music which gets higher/lower (pitch), faster/slower(tempo) and louder/quieter (dynamics)	
	SMSC Life Skills	Being independent for School Tying shoelaces and zipping up coats independently.	Writing Writing a card for different occasions including knowing own address.	Shops Making the correct change.	Cleaning Washing up correctly.	Cooking Making a sandwich and following instructions (Linked to DT)	Consolidation
	GLOBAL LEARNING LINKS	2 ZERO HUNGER		8 DECENT WORK AND ECONOMIC GROWTH 3 GOOD HEALTH AND WELL-BEING	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE		14 LIFE BELOW WATER

Authentic Outcomes		Pirate Day TBC		Authentic Victorian day in school TBC		Day at the beach in school
VISITS/ TRIPS		Pantomime		Ragged School Museum	Church Langley Local Walk TBC	