

Y2 Au1 Chocolate



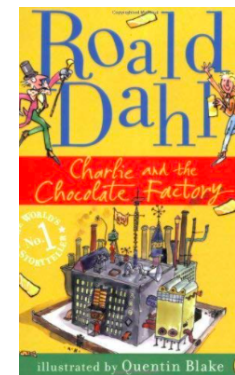
Integrated subjects

History
Geography
DT
Art
Writing
Science
Music

Discrete Subjects

Maths
PE
MFL

Class Text



Class Novel:

Charlie and the Chocolate Factory

Fiction:

The monkey who loved Chocolate
Totally: Triffic chocolate
The Whizz Pop Chocolate shop
The curse of the chocolate phoenix

Non fiction:

The story of chocolate
The life of Cadbury

P4C / Global Links

[SDG8 - Decent work and growth \(link to fairtrade\)](#)

P4C:

What is fair?
Do we think cocoa farming is fair?
Do you think it is ok to buy non-fair trade products?

Y2 Au1 - Chocolate

Writing Outcomes

As our topic this half term is chocolate we will be reading 'Charlie and the Chocolate Factory' and using this as a stimulus for a lot of our writing. We will also be using 'The monkey who loved chocolate' and this will start our topic off. Children will be writing retells of chapters and stories so that they are able to build on their writing knowledge from year 1. Using full stops and capital letters correctly will be our main focus.

	Genre of Writing Outcomes:  MTP Au1 Year 2 Writing Week 1-2 Stories - Retells - Changing elements of the text eg different problem, endings, different character • Sentences organised chronologically indicated by time related words e.g. finally • Divisions in narrative may be marked by sections/paragraphs • Connections between sentences make reference to characters e.g. Peter and Jane/ they • Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting Week 3 - 4 Recount Newspaper • Brief introduction and conclusion. • Written in the past tense. • Main ideas organised in groups. • Using sequencing techniques – time related words. • A photo with a caption. Week 5 Stories - Character Descriptions • Noun phrases and adjectives • Using commas and lists of three • Prepositional phrases eg. On her head • Similes eg. As thin as a lamp post Week 6 - Diary writing - as a character • Brief introduction and conclusion. • Written in the past tense e.g. I went... I saw... • Main ideas organized in groups. • Ideas organized in chronological order using connectives that signal time. Week 7 - Instructions • A goal is outlined – a statement about what is to be achieved. • Written in sequenced steps to achieve the goal. • Diagrams and illustrations are used to make the process clearer.
Maths Outcomes	<u>Fluency focus</u> - building upon addition facts using doubles to 10 mastered in Year 1 (eg. 2+2, 6+6), Pupils will focus on learning near doubles for addition, eg. 3+2 (double 2 and 1 more) or 7+6 (double 6 and 1 more) Chapter 1 - Numbers to 100 This chapter concentrates on various aspects of numbers to 100. Pupils will be able to count to 100 through different steps, including counting up in tens. Place value will have a major role throughout the chapter. Pupils will also look at comparing numbers using their place-value knowledge and they will go through number bonds. The final two lessons will allow pupils to explore numbers to see patterns within 100. Chapter 2 - Addition and Subtraction This chapter looks at addition and subtraction using number bond diagrams as well as the standard column method. Pupils will be taken through each lesson with slight variations in the learning objects so that they can reach a level of mastery.

Science Outcomes	<u>Plants</u>	
	Scientist- Jane Colden	
	Lesson 1:Plants: Observing Plants LO- To observe closely using simple equipment by recording observations of a variety of plants in the local environment. SC: ● I can look closely at plants and trees and record what I see. ● I can observe and describe the growth of different plants. Skills (I can): ● Observe ● Record Observations ● Give responses. ● Use Scientific Vocabulary ● Vocabulary: Environment	In this lesson we learn about the science of botany and learn about scientist Jane Colden. Remind chn about naming plants in Y1- which ones do they remember? Then the children use magnifying glasses to observe plants in our local environment and do observational sketches.
	P3 observe and describe how seeds and bulbs grow into mature plants ● Sc Wk Ob observing closely, using simple equipment ● Sc Wk Ans using their observations and ideas to suggest answers to questions	
Lesson 2 Seeds and Bulbs LO- To perform simple tests by setting up a comparative test to understand what plants need to germinate and grow. Complete ‘Love to Investigate’- Can seeds grow anywhere? ● I can set up a test and make a prediction. ● I can plant seeds and bulbs and suggest how to care for them. ● I can describe what plants need to grow and stay healthy. Skills (I can): ● Perform Simple Tests ● Make Predictions Vocabulary: Germination, Comparative Tests	In this lesson we plan and perform a test to see if seeds will germinate in different materials. Eg. compost/soil, sand, tissue paper, cotton wool.	

P3 observe and describe how seeds and bulbs grow into mature plants
Sc Wk Ask asking simple questions and recognising that they can be answered in different ways
Sc Wk Test performing simple tests identifying and classifying
Sc Wk Ob observing closely, using simple equipment

Lesson 3- Life Cycles

LO- To explain the life cycle of plants.

- I can explain the life cycle of plants.
- I can suggest a way we can tell that plants are living things.

Skills (I can):

- Observe and describe
- Make observations
- Use Scientific Language

Vocabulary:

Life cycle, mature plants

In this lesson we discuss living things and learn about the life cycle of a bean plant. The children are able to make cross curricular links by looking at cacao beans.

P4 find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
Sc Wk Ob observing closely, using simple equipment
Sc Wk Ans using their observations and ideas to suggest answers to questions

Lesson 4:

LO- To observe and describe how seeds and bulbs grow into mature plants.

Complete 'Love to Investigate' - (What's on your wellies)

- I can set up a test and make a prediction.
- I can plant seeds and bulbs and suggest how to care for them.

Skills (I can):

- Observe and describe
- Take part in an experiment

Vocabulary:

Bulbs, seeds, mature plants

In this lesson we all go on a muddy walk around the local environment. When we get back to class we take scrapings from the bottom of our wellington boots and put the scrapings in some compost. We predict whether anything will grow and wait to see what happens.

P3 observe and describe how seeds and bulbs grow into mature plants

	• Sc Wk Test performing simple tests identifying and classifying • Sc Wk Ob observing closely, using simple equipment • Sc Wk Ask asking simple questions and recognising that they can be answered in different ways	
	Lesson 5- What Do Plants Need?/ Plants We Eat LO- To describe what plants need to grow and stay healthy. Complete 'Love to Investigate'- How do plants grow in winter? Complete TAPS assessment 'Plant growth' • I can use my observations to explain what plants need. • I can describe what plants need to grow and stay healthy. • I can use my observations to say what food crops will need to grow and stay healthy. • I can record the results of a comparative test. • I can make a bar chart to show the growth of my plants.	In this lesson we learn that plants need water, sunlight and the right temperature to germinate and grow healthily. Then we plan a test to observe what happens when they don't have the best conditions. Linking to our chocolate topic, we can discuss why cacao may not grow in cold countries like the UK. Working scientifically assessment stickers stuck in to assess- using their observations to suggest answers to questions (making conclusions) Skills (I can): • Observe and Describe • Compare • Make Observations • Gather and record data. • Describe and explain • Make observations • Give Conclusions Vocabulary: Seedlings, healthy, comparative test, growth
	P4 find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Sc Wk Ob observing closely, using simple equipment Sc Wk Ans using their observations and ideas to suggest answers to questions Sc Wk Rec gathering and recording data to help in answering questions.	
	End of Unit Assessment Please mark on assessment spreadsheet	
Global Learning (P4C Question)	<u>P4C Question:</u> Is cocoa farming fair? (link to fairtrade).	Links to Global learning goal: SDG8 - Decent work and growth (link to fairtrade) Links to History topic.
History Outcomes	LO: To find out what the first chocolate was like and who ate it. (Mayans and Aztecs) SC) • I can ask relevant questions • I can explain how the Mayans used cacao using historical vocabulary. • I can name, use and select sources	Lesson Outline: In this lesson the children will look at an old image depicting the Mayans with their chocolate drink. We will discuss who and when we think the image is before finding out all about how the Mayans used cacao. They will get to taste a Mayan hot chocolate recipe and compare it with modern chocolate. Choose the most important source material for a task, showing awareness of a range of sources - evaluate how different sources can give info about the past when

	Previous knowledge - linking to the sources used for Florence Nightingale (Year 1) - Artefacts - Photographs - Newspapers	not photographed. Making educated guesses. Different types of evidence eg bowls, pottery cups etc.
	Hi Enq They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events Hi Ev They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Hi 2 events beyond living memory that are significant nationally or globally	
	LO: To create a timeline to show the history of chocolate • I can begin to order dates using BC and AD • I can explain what a timeline is • I can draw out a timeline and label intervals.	Lesson Outline In this lesson the children will be learning about the history of chocolate. We will learn how it was used by the Ancient Mayans and Aztecs and how it changed over time by creating a timeline. History of chocolate documentary 13 mins long: Chocolate Slides
	Hi Chron They should know where the people and events they study fit within a chronological Hi 2 events beyond living memory that are significant nationally or globally	
	LO: To learn about George Cadbury and his impact on Cadbury chocolate. SC) • I can ask relevant questions • I can recall and share some facts • I can name, use and select sources	Lesson Outline: In this lesson the children will use a variety of sources to research and learn about the significant British individual 'George Cadbury' and his family's impact on chocolate. Powerpoint
	Hi 3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Brunel, Samuel Pepys,)	
Geography Outcomes	Lesson 1 Mapping countries and continents from around the world where chocolate is produced LO: To locate countries and continents on a world map - I can name and label the 7 continents - I can use a map key	Lesson Outline Build on knowledge of 4 countries of uk REMIND CHILDREN Using google earth to zoom out to show global land masses. What are the blue parts / green parts and white parts. Identify that land mass of Earth split up into different continents In this lesson we will learn the names and locations of the seven continents and label these on a world map. Then the children will find and label several countries that

	- I can locate and name countries <u>Last lesson.</u>	produce cacao, using a map Key. At the end of the lesson they should be able to name the 2 continents in which cacao predominantly grows. (South America and Africa) Useful resources: year-2-magical-mapping-lesson-4-atlas-skills-the-world-lesson-pack year-2-magical-mapping-unit-pack articles/top-10-cocoa-producing-countries.html
	Ge LK2 name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Ge LK3 locate the world's countries, using maps to focus North and South America, and Africa	
	Lesson 2 Compare what England is like with a chocolate producing country (eg. Ecuador or Chile) LO: To compare the UK with a non-European country -I can research geographical features of 2 different countries I can find similarities and differences	Lesson Outline Locate UK , 4 countries and South America using an actual globe relate to google earth Remind children of Y1 work on hot and cold countries and closeness to poles affecting weather. The children will learn some key geographical features such as climate, population, capital city, languages spoken. They will use this to make comparisons and discuss the similarities and differences between where they live and where the Cacao grows.
	Ge LK3 locate the world's countries, using maps to focus North and South America, and Africa Ge LK3 Comparing Rainforest to city their environmental regions, key physical and human characteristics, countries, PK1 understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	
	Lesson 3 Mapping where you can buy chocolate in our local area. LO: To create a sketch map of the local area	Lesson Outline Link back to Y1 work on mapping local areas and naming features eg houses on map. The children will look at aerial /street maps such as google Earth. They will look at how symbols (eg. ordnance survey map symbols) can be used with a key to show key locations. Then we will draw our own Sketch maps of the local area and plot a route from school to local shops using a key and symbols etc. Reinforce Y1 compass points and reasons to orient. They will practise giving directions such as left/right and north/south etc https://www.twinkl.co.uk/resource/tp-g-082-planit-geography-year-2-magical-mapping-lesson-2-routing-around-lesson-pack
	GS3 Drawing map of local area for a specific purpose - to only identify where you can buy chocolate.	
	Lesson 4	Lesson Outline

	LO: find the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Use globes and google earth to identify key features - much cacao grown round equator why? Ensure Northern and Southern hemisphere seen in different orientations on google earth. In this lesson the children will learn about the northern and southern hemispheres and the equator. They will recap the continents and countries that cacao grows and discuss why the cacao grows in countries close to the equator.
Art Outcomes	<u>To explore lettering and 3D techniques</u> SC) - I can copy a stimulus with increasing accuracy - I can draw lines/ shapes/ marks with increasing control and accuracy - I can explain what '3D' is and begin to use sketching and lettering techniques to make things 3D - Shading in one direction inside the lines - I can continue to investigate tone and shades by using pressure - I can use complementary/ contrasting colours.	Lesson Outline Drawing Lettering using different styles and techniques (over several lessons) <u>(eg. Creating a chocolate Wrapper Logo)</u> <u>Sketching and Drawing</u> Children will be looking closely at different fonts and lettering staples used on products. (eg. real chocolate wrappers) to look at the construction of lettering eg. block letters, 3D, bubble writing etc. First they will observe and <u>copy the stimulus logos</u> using pencil. We will then use coloured pencils to colour and shade lettering, using neat strokes in one direction, staying inside the lines and varying pressure to create light and dark tones. The children will practise <u>drawing their own names using different lettering</u> styles in order to create their own logo. The children will learn how to make letters seem to be 3 dimensional and create shadows and outlines for effect. (eg. in the style of TWIX) The children will recap what they know about the colour wheel and use contrasting primary and secondary colours to make their logos bold. The children can then neatly colour the letters and the backgrounds using pencil crayons or felt tips. P4C session linking to the fairtrade logo, eg; • <i>What is fair?</i> • <i>Do we think cocoa farming is fair?</i> • <i>Do you think it is ok to buy non-fair trade products?</i>
	NC: AD1 to use a range of materials creatively to design and make products AD2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination AD3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	

	AD4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	
D&T Outcomes	To make packaging suitable for your chocolate buttons. • I can design a piece of appealing packaging. • I can join material using glue or tape. • I can make a product that meets design criteria.	Design and make a functional packet for your chocolate buttons. Explore different types of packaging and discuss what they are made of and why you think the manufacturer chose this material . e.g. plastic does not perish when it gets wet etc. Look at the logo and package appearance, which are more appealing and why? Create a package that will keep your buttons dry and will be appealing to customers.
	DT M 2- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. DT D 1 - design purposeful, functional, appealing products for themselves and other users based on design criteria. DT S 3 - Join appropriately for different materials and situations e.g. glue, tape.	
	To design and make a chocolate product. To find out what chocolate tastes like! • I can work safely and hygienically. • I can measure and weigh food using spoons and cups. • I can explain where cocoa comes from. • I can cut, chop, grate and peel. • I can evaluate my product. • I can make a product that meets design criteria.	Children will be researching different types of chocolate buttons and what they look like - they will of course get to taste the real thing! After this initial research process, children will then design, make and evaluate their own chocolate buttons as well. Researching healthy eating as they explore wonderful chocolate. Children will experiment with different designs before they create their final product. They will look at existing packaging and decide which material is best to use. The children will evaluate their product explaining things that they would do differently next time.
	DT F 4- To cut, peel, grate and chop a range of ingredients. DT F 1- Develop a food vocabulary using taste, smell, texture and feel. DT F 7-Measure and weigh food items, non-statutory measures e.g. spoons, cups DT F 5- Work safely and hygienically. DT F 6- Understand the need for a variety of foods in a diet.	
RE Outcomes https://drive.google.com/file/d/0B4--lMExJVfcZmJYYkwxYVVHX2c/view (For full lesson plans follow link)	<u>How should we care for others in the world and why does it matter?</u>	Give examples what Jesus said about the importance of people (A2) Identify two examples of religious believers caring for people(B1) Say what you know about the Jewish practice of Tzedekah (B1) Identify the links between the teaching in the Torah and caring (B1) Give simple reasons why Jesus told the story of the Good Samaritan (A2) Answer questions such as what would it be like if everyone followed the golden rule? (C2) Describe different ideas about what God might be like from reading the creation story(C1) Share their own creative ideas about what the creation story says about God(C1)

	Should we care for everyone? (For full lesson plan follow link)	Lesson Outline • Give an example of what Jesus said about the importance of children • Give simple examples of how people are unique and valuable • Describe how it feels when people are not kind
	What do Christians believe about caring for people? (For full lesson plan follow link)	Lesson Outline • Look for similarities and differences between different stories from the bible about caring • Identify two examples of religious believers caring for people • Give simple reasons why Jesus told the story of the Good Samaritan • Give examples of what believers do as a result of learning from the Good Samaritan and/or Four friends and the paralysed man
	What do some religions say about caring for other people? (For full lesson plan follow link)	Lesson Outline • Describe how Jewish people might help people making links to the festival of Sukkot • Find out more about Tzedekah • Consider questions such as who needs our help? • The links between the teaching in the Torah and caring • Think of some ways Jewish people care for the world
	What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world? (For full lesson plan follow link)	Lesson Outline • Some people look after the world because God is a creator • Describe different ideas about what God might be like from reading the creation story • Share their own creative ideas about what the creation story says about God • Give their own answer to the unit question, giving simple reasons for their answers

PSHE/RSE Outcomes PSHE Link to Planning Au 1 Physical...	Keeping Myself Healthy	
	Food and Exercise: H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3 .about how physical activity helps us to stay healthy; and ways to be physically active everyday"	Lesson Outline: Discussions about what keeps us healthy and things we can do to be healthy
	Water Safety: H29. to recognise risk in simple everyday situations and what action to take to minimise harm H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely	Lesson Outline: Discussions around the RNLI.Information about a Water Safety Passport.
	Hygiene and Medicine: H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H31. that household products (including medicines) can be harmful if not used correctly H37. about things that people can put into their body or on their skin; how these can affect how people feel	Lesson Outline: Hand Washing Routines and the importance of this. Safety of medicines and the importance of some medicine to keep us healthy and for our protection.
	Teeth: H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	Lesson Outline: Looking at how we can keep our teeth healthy.
	Relaxation: H4. about why sleep is important and different ways to rest and relax	Lesson Outline: Mental Health support and strategies which could be used f and when needed

	H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	
PE Outcomes 6hours Invasion Games	<u>Invasion Games - Tag Rugby</u>	
	<u>Learning Objectives</u> Lesson 1: How can you tag another player? Lesson 2: How can you move with a ball in your hands? Lesson 3: How can you pass a ball in different directions? Lesson 4: How can you pass a ball whilst moving? Lesson 5: How can you attack as a team in tag rugby? Lesson 6: How can you work as a team in different match situations/scenarios?	<u>Skills:</u> ● Tag a player in isolation using the tag belts ● Move with a ball in their hand using correct position 'dirty fingers clean palms' ● Pass the ball backwards and sideways in isolation ● In warm ups develop running for distance ● Move into a space to avoid a defender through dodging techniques ● Beat a defender to score a try
	PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	
	PE1/1.1b participate in team games, developing simple tactics for attacking and defending	
MFL Outcomes	To say and use numbers to 31 in and out of sequence. To remember colour names and to say what colour something is and to revisit body parts. To remember and say animal names and clothes.	This half term the children will be building on their Spanish knowledge by learning how to say numbers up to 31, colour names, body parts, animals and clothes. They will be using these words in a real life context in the classroom using role play.
	listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures appreciate stories, songs, poems and rhymes in the language	
Music Outcomes	This Unit of Work consists of clearly sequenced lessons with planning, key learning, and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in week 6. They will listen to some high-quality examples of music and play instruments. <u>Music Themes:</u> ● Listen with concentration and understanding to a range of high-quality live and recorded music. ● Experiment with, create, select, and combine sounds using the interrelated dimensions of music. ● Use their voices expressively and creatively by singing songs, speaking chants, and rhymes.	

- Play tuned and untuned instruments musically.
- Experiment with, create, select, and combine sounds using the interrelated dimensions of music.

• Lesson 1)

• **L.O.- To be able to sing/ play songs regularly with a pitch range of do-so with increasing vocal control.**

- > I can sing songs with a small pitch range, pitching accurately.
- > I know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols.
- > I can work with a partner to improvise simple questions and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.
- > I can use graphic symbols, dot notation, and stick notation, as appropriate, to keep a record of composed pieces.

Baseline Quiz - Year 2

To have fun revising and consolidating the learning that has taken place in the previous year. If students have not covered the material before, you may wish to note down areas for development.

Musicianship

As a class, complete the Understanding Music activity in each step. The musical learning in Understanding.

Learn to Sing and Play the Song - Music Is In My Soul

Sing together as a group and have fun. Stand up straight and breathe from deep within. Move to the music. Describe what the song is about - is there a story? Follow a leader. Incorporate any actions from the song. Play **Your Instruments** - Music Is In My Soul

To play and perform an instrumental part by ear or from standard notation, and as part of the song being learnt. To play and perform an instrumental part by ear or from standard notation crotchets. The Glockenspiel parts use the following notes: Part 2: C, D Part 1: C, D, E, G. The Recorder parts use the following notes: Part 2: G Part 1: G, A

Perform the Song -

Music Is In My Soul Share a performance of the learning that has taken place in the lesson

Listen with concentration and understanding to a range of high-quality live and recorded music

- Experiment with, create, select, and combine sounds using the interrelated dimensions of music.

Lesson 2)

L.O.- To be able to sing/ play songs regularly with a pitch range of do-so with increasing vocal control.

- > I can sing songs with a small pitch range, pitching accurately.
- > I know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols.
- > I can work with a partner to improvise simple questions and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.
- > I can use graphic symbols, dot notation, and stick notation, as appropriate, to keep a record of composed pieces.

Listen and Appraise- Boléro

Listen together and find the beat of the music. Take it in turns to talk about the song and explore feelings, thoughts and emotions towards the song. Explore an understanding of the musical concepts related to the song and how they fit. Try to use musical language when describing the music. What else did you find out about the song?

Musicianship (see Charanga)

As a class, complete the Understanding Music activity in each step. The musical learning in Understanding Music is central to each unit, so please use Improvise Together as an optional activity for variation and enrichment.

		<u>Learn to Sing the Song -Music Is In My Soul</u> Sing together as a group and have fun. Stand up straight and breathe from deep within. Move to the music. Describe what the song is about - is there a story? Follow a leader. Incorporate any actions from the song. <u>Improvise with the Song - Music Is In My Soul</u> Children improvise using notes with the backing track of the song provided. Note options: C C, D C, D, E <u>Perform and Share</u> Share a performance of the learning that has taken place in the lesson.
	<i>Listen with concentration and understanding to a range of high-quality live and recorded music</i> Experiment with, create, select, and combine sounds using the interrelated dimensions of music.	
	Lesson 3) L.O.- To be able to sing songs regularly with increasing vocal control. > I can respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g., stand up/sit down, hands high/hands low. > I can sing songs regularly with a pitch range of do-so with increasing vocal control. > I can sing songs with a small pitch range (e.g., Rain, Rain Go Away), pitching accurately. > I know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g., crescendo, decrescendo, pause).	<u>Listen and Respond - Hey Friends!</u> Listen together and find the beat of the music. Take it in turns to talk about the song and explore feelings, thoughts and emotions towards the song. Explore an understanding of the musical concepts related to the song and how they fit. Try to use musical language when describing the music. What else did you find out about the song? <u>Musicianship Options</u> As a class, complete the Understanding Music activity in each step. The musical learning in Understanding Music is central to each unit, so please use Improvise Together as an optional activity for variation and enrichment. <u>Learn to Sing the Song - Hey Friends!</u> Sing together as a group and have fun. Stand up straight and breathe from deep within. Move to the music. Describe what the song is about - is there a story? Follow a leader. Incorporate any actions from the song. Recap any previous learning if necessary before moving on. <u>Perform the Song - Hey Friends!</u> Share a performance of the learning that has taken place in the lesson.
	use their voices expressively and creatively by singing songs, speaking chants, and rhymes	
	Lesson 4)	<u>Listen and Appraise- Eye Of The Tiger</u>

L.O.- To be able to sing/ play songs regularly with a pitch range of do-so with increasing vocal control.

- > I can sing songs with a small pitch range, pitching accurately.
- > I know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols.
- > I can work with a partner to improvise simple questions and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.
- > I can use graphic symbols, dot notation, and stick notation, as appropriate, to keep a record of composed pieces.

Listen together and find the beat of the music. Take it in turns to talk about the song and explore feelings, thoughts, and emotions towards the song. Explore an understanding of the musical concepts related to the song and how they fit. Try to use musical language when describing the music. What else did you find out about the song?

Musicianship Options

As a class, complete the Understanding Music activity in each step. The musical learning in Understanding Music is central to each unit, so please use *Improvise Together* as an optional activity for variation and enrichment.

Learn to Sing the Song - Hey Friends! and Music Is In My Soul

Sing together as a group and have fun. Stand up straight and breathe from deep within. Move to the music. Describe what the song is about - is there a story? Follow a leader. Incorporate any actions from the song.

Composing & Improvising Options

Compose with the Song - *Music Is In My Soul*. Children compose an eight-bar melody, using three or five notes over the backing track. The melody can be included as part of the final performance if singing the song. C, A, G C, D, E, F, G
Graphic Score - Friendship. Create a graphic score using sounds, rhythms, and pitch. Keep a record of your composition; then you can play it again with your friends.

Perform the Song - Hey Friends!

Share a performance of the learning that has taken place in the lesson.

use their voices expressively and creatively by singing songs, speaking chants, and rhymes

- Experiment with, create, select, and combine sounds using the interrelated dimensions of music.
- play tuned and untuned instruments musically

Lesson 5)

- **L.O.- To be able to sing/ play songs regularly with a pitch range of do-so with increasing vocal control.**
-
- > I can sing songs with a small pitch range, pitching accurately.
- > I know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols.
- > I can work with a partner to improvise simple questions and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.

Listen and Appraise- Hello

Listen together and find the beat of the music. Take it in turns to talk about the song and explore feelings, thoughts, and emotions towards the song. Explore an understanding of the musical concepts related to the song and how they fit. Try to use musical language when describing the music. What else did you find out about the song?

Musicianship Options

As a class, complete the Understanding Music activity in each step. The musical learning in Understanding Music is central to each unit, so please use *Improvise Together* as an optional activity for variation and enrichment.

- > I can use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.

Learn to Sing the Song - Hello!

Sing together as a group and have fun. Stand up straight and breathe from deep within. Move to the music. Describe what the song is about - is there a story? Follow a leader. Incorporate any actions from the song.

Recap any previous learning if necessary before moving on.

Perform the Song - Hello!

Share a performance of the learning that has taken place in the lesson.

use their voices expressively and creatively by singing songs and speaking chants and rhymes

- . Experiment with, create, select, and combine sounds using the interrelated dimensions of music.
- play tuned and untuned instruments musically

Lesson 6)

L.O.- To be able to sing/ play songs regularly with a pitch range of do-so with increasing vocal control.

- > I can sing songs with a small pitch range, pitching accurately.
- > I know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols.
- > I can work with a partner to improvise simple questions and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.
- > I can use graphic symbols, dot notation, and stick notation, as appropriate, to keep a record of composed pieces.

Listen and Appraise- Boléro (again)

Listen together and find the beat of the music. Take it in turns to talk about the song and explore feelings, thoughts, and emotions towards the son. Explore an understanding of the musical concepts related to the song and how they fit. Try to use musical language when describing the music. What else did you find out about the song?

Musicianship Options

As a class, complete the Understanding Music activity in each step. The musical learning in Understanding Music is central to each unit, so please use *Improvise Together* as an optional activity for variation and enrichment.

Singing Options

Pick from the list of songs from this unit. Revisit the songs you enjoyed singing to prepare for a performance.

Play Your Instruments - Music Is In My Soul

To play and perform an instrumental part by ear or from standard notation, and as part of the song being learnt. To play and perform an instrumental part by ear or from standard notation crotchets.

Pick one of the instruments that you have been using.

The Glockenspiel parts use the following notes: Part 2: C, D Part 1: C, D, E, G

The Recorder parts use the following notes: Part 2: G Part 1: G, A

Performing Options

Revise and complete a performance of your chosen songs. Record for evidence and fill in the floor book.

Unit Quiz - Year 2 Unit 1

		Use the <i>My Musical Passport</i> to strengthen the learning that has taken place in all lessons. To develop and broaden music theory and musical knowledge and understanding in relation to all that has taken place in the lessons.
	- Experiment with, create, select, and combine sounds using the interrelated dimensions of music. - play tuned and untuned instruments musically	
Computing	Unit 2.4 – Questioning 1 To show that the information provided on the pictogram is of limited use beyond answering simple questions. Children understand that the information on pictograms cannot be used to answer more complicated questions.	Lesson Outline: In this lesson, the children will learn about pictograms using Purple Mash and create a pictogram to show the types of houses we have in our class and discuss the information we can interpret from the data.
	2 To use YES or No questions to separate information. Children have used a range of yes/no questions to separate different items.	Lesson Outline: In this lesson the children will ask and answer yes/no questions to identify the avatars. They will think about smart questions to ask that will help them solve the problem faster.
	3 To construct a binary tree to separate different items. - Children understand what is meant by a binary tree. - Children have designed a binary tree to sort pictures of children.	Lesson Outline: In this lesson the children will learn about binary trees and how they can be used to sort information. The children will create a binary tree to sort the characters or different animals.
	4 Use 2Question (a binary tree) to answer questions. - Children understand that questions are limited to 'yes' and 'no' in a binary tree. - Children understand that the user cannot use 2Question to find out answers to more complicated questions. - Children have matched the 2Simple Avatar pictures to names using a binary tree.	Lesson Outline: In this lesson the children will use the branching databases to work out the answers (children or animals). They will look at debugging to make sure the branching databases are working correctly.
	5 To use a database to answer more complex search questions. To use the search tool to find information. - Children understand what is meant by a database. - Children have used a database to answer	Lesson Outline: In this lesson the children will learn to use the find tool to help work out more complex answers on their databases.