Year Two Term 2 Journeys			
		Reading for Enjoyment	
English	MAIN TEXT : Jack and the Beanstalk Narrative - Traditional Stories	Flat Stanley	
	Poetry - Patterns on the page. Poetry to recite-Calling by Wes Magee	Captain Flinn and The Pirate Dinosaurs Man on The Moon (we have)	
	Non-Fiction – writing for different purposes- Instructions (how to make a Christmas decoration)		
Mathematics	Report about Tocuaro • Counting, multiplication and sorting		
	 Statistics Fractions, capacity and volume Money Time 		
Science	Materials		
	 Classifying and grouping materials Can they describe the simple physical properties of a variety of everyday materials? Can they compare and group together a variety of materials based on their simple physical properties? Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.? Can they sort materials into groups and say why they have sorted them in that way? Can they say which materials are natural and which are man-made? 		
History Geography	No history unit. Tocuaro-A Village in Mexico		
Computing	 Can they label a diagram or photograph using some geographical words? Can they find out about a locality by using different sources of evidence? Can they say what they like and don't like about their locality and another locality like Tocuaro? Can they make inferences by looking at a weather chart? Can they make plausible predictions about what the weather may be like in different parts of the world? Can they describe some physical features of their own locality? Can they describe a place outside Europe using geographical words? Can they describe the key features of a place, using words like, lake, mountain, and field? Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe? Can they describe some human features of their own locality, such as the jobs people do? Can they explain how the jobs people do may be different in different parts of the world Can they explain what facilities a town or village might need? Can they explain how the weather affects different people? Can they name the continents of the world and find them in an atlas? Can they locate some of the world's major rivers and mountain ranges? 		
Computing	Algorithms and programs (Beebots/ screen turtle -Early essentials) Focus: Can they create a simple series of instructions? Can they record their routes? Do they understand forwards, backwards up and down? Can they put two instructions together to control a programmable toy/screen turtle? Can they plan and test a beebot/screen turtle journey? NC: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs. (itass)		
Religious Education	 Why are different books special for different people? What books are special to me and why? What holy books are special to us and why? For whom is the Bible a special book and why? What is the Torah and why is it special for Jewish people? Why is the Qur'an a special book for Muslims? What do I feel makes me special? 		
Physical Education	Dance - The Seaside Can they perform body actions with control and co-ordination? Can they choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling? Can they link actions? Can they remember and repeat dance phrases?		

Care they perform short durces, showing an understanding of expressive qualities (?) - Care they describe the mont, feelings and expressive qualities (?) - Care they describe the mont, feelings and expressive qualities of dances? - Care they prove they have very it is important to be active. - Care they prove the provent of the				
Can they describe how dancing affects their body?				
Do they know why it is important to be active? Can they suggest ways they could improve their work? Can they create, improve and preform more complex dance phrases? Do they preform shard dense, linking actives floating of the control? Can they now some shapple those wouldness to also cribe and narrogest dance? Do they know how particular activities can help them to be healthy? Coach-Multi-skills Feture This Drowing. Can they the particular activities can help them to be healthy? Can they use a vise-winder to focus on a specific part of a pattern before continuing it? Steets book Can they begin to identificate their ideas through photographs and in their sketch books? Can they begin to identificate their ideas through photographs and in their sketch books? Can they begin to identificate their ideas through photographs and in their sketch books? Can they begin to identificate their ideas through photographs and in their sketch books? Can they begin to identificate their ideas through photographs and in their sketch books? Can they begin to identify the sketch books to but they have changed their work? Knowled they keep notes in their sketch books to but they have changed their work? Can they say they were not since if makerdissigner have used colour, pattern and shape? Can they say create a piece of work in response to another artists's work? Variets Variets Use of materials Can they measure materials to use in a model or structure? Can they you join material in different ways? Can they make sensible choices as to which material to use for their constructions? Can they work you in material in different ways? Can they you go made sensible choices as to which material to use for their constructions? Can they make young the properties and experiments keeping a steady pulse? Can they you go with the melody (tune)? Out they sing accurately at a given pitch? Can they you sing accurately at a given pitch? Can they you sing and follow the melody (tune)? Out they sing and follow the melo				
Can they suggest ways they could improve their work? Can they perform short donces, inking actions fluently and with control? Can they see domain and expressive qualities clearly in their donate? Can they see the most control done or control done or desired and steepper dance? Can they see provided a servicine can help drent to be heather? Can they see pastels? Can they see a twent finder to ficuse on a specific part of a pattern before continuing it? Steelth book. Can they see a twent finder to ficuse on a specific part of a pattern before continuing it? Steelth book. Can they see a twent finder to ficuse on a specific part of a pattern before continuing it? Steelth book. Can they see an test finder to ficuse on a specific part of a pattern before continuing it? Steelth book. Can they see an test finder to ficuse on a specific part of a pattern before continuing it? Steelth book. Can they see an test finder to ficuse on a specific part of a pattern before continuing it? Steelth book. Can they see an test finder to ficuse on a specific part of a pattern before continuing it? Steelth book. Can they see an expression of the first death books as to bow they have changed their work? Can they say say how other artisticinal makeudesigner have used colour partern and shape? Can they see an expression of the steel part of the steel				
Can they create, improve and performs more complex dance phrases? Do they perform short and can clinking activation fluently and with control? Can they use of phrases and according to the dance? Do they trans how puricular activities can help them to be healthy? Canch Multi-Astills Pricer This Drawing		 Can they suggest ways they could improve their work? Can they create, improve and perform more complex dance phrases? Do they perform short dances, linking actions fluently and with control? 		
Po they perform short dances, linking actions, fluently and with control?				
Count by use soon is single denote vendability of describe and interpretatione? Counts Multi-salits Counts Multi-salits Counts Multi-salits Feture Dis Dessign Feture Dis Dessign Count by the pasteries Count by the pasteries Count by the pasteries Count by the pasteries Counts by the past				
Can they use some simple dance vocabulary to describe and interpret dance? Do they know how particular activities can help them to be headity? Coach-Multi-skills				
Coach- Multi-skills Patter Tals				
Art & Design Petetr This Drawing Can they use pauele?				
Art & Design Peter This Drawing Can they use pastels?		Cond. M. 14 al III		
Can they use pastels? Can they show patterns in their drawings? Can they show patterns in their drawings? Can they begin to demonstrate their ideas through photographs and in their sketch books? Can they begin to demonstrate their ideas through photographs and in their sketch books? Can they see not their ideas, using? annotation? in their sketch books? Can they seep notes in their sketch books as to how they have changed their work? Knowledge Can they seep notes in their sketch books as to how they have changed their work? Can they seep notes in their sketch books as to how they have changed their work? Can they seep notes a piece of work in response to another artist's work? Can they measure materials to use in a model or structure? Can they use joining, folding or rolling to make it strunger? Can they use joining, folding or rolling to make it strunger? Can they use joining, folding or rolling to make it strunger? Can they use joining, folding or rolling to make it strunger? Can they develop their own ideas from initial starring points? Can they consider how to improve their constructions? Can they consider how to improve their constructions? Can they sing accurately at a given pick? Can they perform with others? Can they sing and follow the melody (tune)? Ob they sing and follow the melody (tune)? Can they perform with others? Can they single and follow the melody (tune)? Can they single and	Art & Decign			
Can they use pasters	Art & Design			
Can they show patterns in their drawings?		=		
Sketch book Can they begin to demonstrate their ideas through photographs and in their sketch books? Can they set out their ideas, using 'annotation' in their sketch books? Do they keep notes in their sketch books as to how they have changed their work? Knowledge Can they say how other artist/craft maker/designer have used colour, pattern and shape? Can they cance a piece of work in response to another artist/s work? Vehicts Technology Vehicts Can they measure materials to use in a model or structure? Can they make senable choices as to which material to use for their constructions? Can they develop their own ideas from initial starting points? Can they develop their own ideas from initial starting points? Can they develop their own ideas from initial starting points? Can they develop their own ideas from initial starting points? Can they develop their own ideas from initial starting points? Can they develop their own ideas from initial starting points? Can they accordance some type of movement into models? Can they accordance some type of movement into models? Can they accordance some type of movement into models? Can they accordance some type of movement into models? Can they accordance some type of movement into models? Can they accordance some type of movement into models? Can they sing and follow the melody (tune)? On they sing accurately at a given prich? Can they price perform with others? Can they single part plain in patterns on an instrument? Can they single part plain in patterns in contrasting tempo; keeping to the pulse? Can they single part plain in centers in contrasting tempo; keeping to the pulse? Can they single part plain in patterns in contrasting tempo; keeping to the pulse? Can they once sounds which create an effect? Can they tonce with plain patterns in contrasting to music?				
Can they begin to demonstrate their ideas through photographs and in their sketch books? Can they set out their ideas, using "amoutatin" in their sketch books? Do they keep notes in their sketch books as to how they have changed their work? Knowledge				
Can they set out their ideas, using 'annotation' in their skeeth books?				
Posign & Can they say how other artis/craft maker/designer have used colour, pattern and shape? Can they create a piece of work in response to another artis/s work? Can they the measure materials to use in a model or structure? Can they use joining, folding or rolling to make it stronger? Construction Can they make sensible choices as to which material to use for their constructions? Can they use joining, folding or rolling to make it stronger? Construction Can they make sensible choices as to which material to use for their constructions? Can they develop their own ideas from initial starting points? Can they consider how to improve their construction? ICT Groovy Music Performing Do they sing and follow the melody (tune)? Do they sing accurately at a given pitch? Can they perform simple patterns and accompaniments keeping a steady pulse? Can they perform simple patterns and accompaniments keeping a steady pulse? Can they perform simple patterns and accompaniments keeping a steady pulse? Can they proving play rhythmic patterns on an instrument? Can they part simple patterns in contrasting tempo; keeping to the pulse? Composing (including notation) Can they create music in response to «different starting points»? Can they create music in response to «different starting points»? Can they create music in response to «different starting points»? Can they create music in response to «different starting points»? Can they disconsistantly which create an effect? Can they disconsistantly which create an effect? Can they submode the pulse of music in response to some contrasting tempo; keeping to the pulse? Can they use symbols to represent sounds? Can they use spinds to represent sounds? Can they use spinds to represent sounds? Can they the pulse out for particular things when listening to music? Pob they recognize sounds that move by steps and by leaps? Can they the pulse out for particular things when listening to music? Can they use of the pulse out for particular things when listeni				
Showledge Can they say how other artist/craft maker/designer have used colour, pattern and shape?				
Can they say how other artist/eraft maker/designer have used colour, pattern and shape? Can they create a piece of work in response to another artist's work? Verbicles				
Design & Technology Use of materials Use of material in different ways?				
Technology Use of materials		 Can they create a piece of work in response to another artist's work? 		
Can they material to fluerent ways? Can they on material to fluerent ways? Can they on material to fluerent ways? Can they make sensible choices as to which material to use for their constructions? Can they make sensible choices as to which material to use for their constructions? Can they prosone to some type of movement into models? Can they incorporate some type of movement into models? Can they incorporate some type of movement into models? Can they performs disple how to improve their construction? Music ICT - Groovy Music	_	<u>Vehicles</u>		
Can they use join material in different ways? Can they use joining, folding or rolling to make it stronger? Construction Can they make sensible choices as to which material to use for their constructions? Can they develop their own ideas from initial starting points? Can they consider how to improve their construction? Music ICT—Grove Music Performing Do they sing and follow the melody (tune)? Do they sing and follow the melody (tune)? Can they perform with others? Can they perform simple patterns and accompaniments keeping a steady pulse? Can they sing/dap a pulse increasing or decreasing in tempo? Can they sing/dap a pulse increasing or decreasing in tempo? Can they sing/dap a pulse increasing or decreasing in tempo? Can they sing/dap a pulse increasing or decreasing in tempo? Can they sing/dap a pulse increasing or decreasing in tempo? Can they sing/day a pulse increasing or decreasing in tempo? Can they sounds to create a beginning, middle and end? Can they create muste in response to cdifferent starting pointss? Can they thoose sounds which create an effect? Can they use symbols to represent sounds? Can they use symbols to represent sounds? Can they use symbols to represent sounds? Can they make connections between notations and musical sounds? Can they use simple structures in a piece of music? Do they know that phrases are where we breathe in a song? PHSCE Celebrating Difference (including anti-bullving) Boys and girls Can they include others when working and playing? Why does bullying happen? Standing up for myself and others Making a new friend Celebrating Difference and still being friends. Physical and the everyone is different? Can they try to use kind words? Can they try to us	Technology			
Construction Can they use joining, folding or rolling to make it stronger? Construction Can they develop their own ideas from initial starting points? Can they incorporate some type of movement into models? Can they onsider how to improve their construction? Music ECT -Groovy Music Performing Po they sing and follow the melody (tune)? Do they sing and follow the melody (tune)? On they sing and follow the melody (tune)? On they sing securately at a given pitch? Can they perform simple patterns and accompaniments keeping a steady pulse? Can they perform with others? Can they play single hythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo? Can they sing/play rhythmic patterns in contrasting tempo: keeping to the pulse? Composing (including notation) Can they order sounds to create a beginning, middle and end? Can they order sounds to create a beginning, middle and end? Can they create music in response to -different starting points>? Can they use symbols to represent sounds? Can they use symbols to represent sounds? Can they use simple structures in a piece of music? Do they know that phrases are where we breathe in a song? Appraising Can they listen out for particular things when listening to music? Do they recognize sounds that move by steps and by leaps? PHSCE Celebrating Difference (including anti-bullving) Boys and girls Can they time prove their own work? Can they use some price of missic? Can they use some price of missic? Can they try to use kind words? Can they try to solve problems?				
Construction Can they develop their own ideas from initial starting points? Can they develop their own ideas from initial starting points? Can they incorporate some type of movement into models? Can they consider how to improve their construction? Music CT-Groov Music Performing Do they sing and follow the melody (tune)? Do they sing and follow the melody (tune)? Can they perform with others? Can they perform simple patterns and accompaniments keeping a steady pulse? Can they perform with others? Can they part of the pulse increasing or decreasing in tempo? Can they sing/play rhythmic patterns on an instrument? Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? Composing (including notation) Can they order sounds to create a beginning, middle and end? Can they create music in response to different starting points>? Can they sue symples to represent sounds? Can they use symples to represent sounds? Can they improve their own work? Can they by sound girls Boys and girls Can they include others when working and playing? Do they recognize sounds that move by steps and by leaps? PHSCE Enrichment PHSCE Salading up for myself and others Making a new friend Celebrating difference and still being friends. Can they try to use kind words? Can they try to use k			make it stronger?	
Can they make sensible choices as to which material to use for their constructions? Can they develop their own ideas from initial starting points? Can they consider how to improve their construction? Music ICT—Growy Music Performing Do they sing and follow the melody (tune)? Can they perform with others? Can they perform with others? Can they play simple hythmic patterns on an instrument? Can they play simple hythmic patterns on an instrument? Can they sing/lap a pulse increasing or decreasing in tempo? Can they sing/lap a pulse increasing or decreasing in tempo? Can they sing/lap a pulse increasing or decreasing in tempo? Can they sing/lap a pulse increasing or decreasing in tempo? Can they sing/lap a pulse increasing or decreasing in tempo? Can they single synthymic patterns to nothrasting tempo; keeping to the pulse? Composing (including notation) Can they order sounds to create a beginning, middle and end? Can they order sounds to create a beginning, middle and end? Can they order sounds to represent sounds? Can they use symbols to represent sounds? Can they wase symbols to represent sounds? Can they include others when working and playing? Do they know that pursue sounds that move by steps and by leaps? Can they include others when working and playing? Do they know how to help if someone is being bullied? Can they try to use kind words? Can they try to use kind w		can they use joining, rotating or rotting to	muke it stronger.	
Can they dovelop their own ideas from initial starting points? Can they incorporate some type of movement into models? Can they consider how to improve their construction? ICT - Groovy Music Performing - Do they sing and follow the melody (tune)? - Do they sing and follow the melody (tune)? - Do they sing accurately at a given pitch? - Can they perform simple patterns and accompaniments keeping a steady pulse? - Can they perform with others? - Can they play simple patterns and accompaniments keeping a steady pulse? - Can they play simple patterns and accompaniments? - Can they play simple patterns and accompaniments? - Can they play simple patterns on an instrument? - Can they sing/clap a pulse increasing or decreasing in tempo? - Can they sing/clap a pulse increasing or decreasing in tempo? - Can they sing/clap a pulse increasing or decreasing in tempo? - Can they sing/clap a pulse increasing or decreasing in tempo? - Can they sing/clap a pulse increasing or decreasing in tempo? - Can they sing/clap a pulse increasing or decreasing in tempo? - Can they sing/clap a pulse increasing or decreasing in tempo? - Can they sing/clap a pulse increasing or decreasing in tempo? - Can they sing/clap a pulse increasing or decreasing in tempo? - Can they corder sounds to create a beginning, middle and end? - Can they use order sounds to create a beginning, middle and end? - Can they choose sounds which create an effect? - Can they supposed sounds which create an effect? - Can they supposed sounds which create an effect? - Can they was simple structures in a piece of music? - Do they know that phrases are where we breathe in a song? PHSCE PHSCE Celebrating Difference (including anti-bullving) Boys and girls - Can they introduce others when working and playing? - Can they include others when working and playing? - Can they try to solve problems? - Can t		Construction		
Can they consider how to improve their construction? CT-Grovy Music				
Can they consider how to improve their construction?				
Performing				
Performing *Do they sing and follow the melody (tune)? *Do they sing and follow the melody (tune)? *Do they sing accurately at a given pitch? *Can they perform simple patterns and accompaniments keeping a steady pulse? *Can they play simple patterns and accompaniments keeping a steady pulse? *Can they play simple rhythmic patterns on an instrument? *Can they sing/clap a pulse increasing or decreasing in tempo? *Can they sing/clap a pulse increasing or decreasing in tempo? *Can they sing/clap a pulse increasing or decreasing in tempo? *Can they sing/clap a pulse increasing or decreasing in tempo? *Can they sing/clap a pulse increasing or decreasing in tempo? *Can they sing/clap a pulse increasing or decreasing in tempo? *Can they sing/clap a pulse increasing or decreasing in tempo? *Can they sing/clap a pulse increasing or decreasing in tempo? *Can they sing/clap a pulse increasing or decreasing in tempo? *Can they order sounds to create a beginning, middle and end? *Can they create music in response to <different points="" starting="">? *Can they create music in response to <different points="" starting="">? *Can they use simple structures in a effect? *Can they use simple structures in a effect? *Can they use simple structures in a piece of music? *Do they know that phrases are where we breathe in a song? *Appraising *Can they institute of the pulse structures in a song? *PHSCE *Can they institute of the everyone is different? *Can they institute others when working and playing? *Can they try to use kind words? *Can they try to use kind words</different></different>	Music		instruction?	
Do they sing accurately at a given pitch?	Widsic	Tel -Groovy Music		
Po they sing accurately at a given pitch? **Can they perform with others?** **Can they perform with others?** **Can they play simple patterns on an instrument?* **Can they sing/alp a pulse increasing or decreasing in tempo?* **Can they sing/alp a pulse increasing or decreasing in tempo?* **Can they sing/alp a pulse increasing or decreasing in tempo?* **Can they sing/alp a pulse increasing or decreasing in tempo?* **Can they sing/alp a pulse increasing or decreasing in tempo?* **Can they order sounds to create a beginning, middle and end?* **Can they create music in response to <different points="" starting="">?* **Can they create music in response to <different points="" starting="">?* **Can they use symbols to represent sounds?* **Can they use symbols to represent sounds?* **Can they use simple structures in a piece of music?* **Do they know that phrases are where we breathe in a song?* **Appraising</different></different>		Performing		
Can they perform simple patterns and accompaniments keeping a steady pulse? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo? Can they sing/clap a pulse increasing or decreasing in tempo? Can they sing/clap a pulse increasing or decreasing in tempo? Can they sing/clap a pulse increasing or decreasing in tempo? Can they sing/clap a pulse increasing or decreasing in tempo? Can they sing/clap a pulse increasing or decreasing in tempo? Can they order sounds to create a beginning, middle and end? Can they order sounds to create a beginning, middle and end? Can they order sounds which create an effect? Can they to sounds which create an effect? Can they use symbols to represent sounds? Can they use simple structures in a piece of music? Do they know that phrases are where we breathe in a song? Appraising Can they improve their own work? Can they improve their own work? Can they increase and by leaps? PHSCE Celebrating Difference (including anti-bullving) Boys and girls Can they include others when working and playing? Do they know how to help if someone is being bullied? Can they try to solve problems? Can they try to solve probl				
Can they perform with others? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo? Can they sing/clap a pulse increasing or decreasing in tempo? Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? Composing (including notation) Can they order sounds to create a beginning, middle and end? Can they create music in response to <different points="" starting="">? Can they choose sounds which create an effect? Can they use symbols to represent sounds? Can they use symbols to represent sounds? Can they use simple structures in a piece of music? Do they know that phrases are where we breathe in a song? Appraising Can they improve their own work? Can they improve their own work? Can they recognise sounds that move by steps and by leaps? PHSCE Celebrating Difference (including anti-bullving) Boys and girls Can they include others when working and playing? Do they know how to help if someone is being bullied? Can they try to solve problems? Can they try to solve problems? Can they try to sue kind words? Can they try to sue kind words? Can they try to sue kind words? Do they know how to give and receive compliments? Enrichment Particular in the pulse. Can they include others when working and playing? Do they know how to help if someone is being bullied? Can they try to sue kind words? Can they try to sue kind words? Can they try to sue kind words? Do they know how to give and receive compliments?</different>				
Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo? Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? Composing (including notation) Can they order sounds to create a beginning, middle and end? Can they oreate music in response to sdifferent starting points>? Can they create music in response to sdifferent starting points>? Can they use symbols to represent sounds? Can they use symbols to represent sounds? Can they use symbols to represent sounds? Can they use simple structures in a piece of music? Do they know that phrases are where we breathe in a song? Appraising Can they improve their own work? Can they listen out for particular things when listening to music? Do they recognise sounds that move by steps and by leaps? PHSCE Celebrating Difference (including anti-bullving) Boys and girls Can they include others when working and playing? Why does bullying happen? Can they try to solve problems? Making a new friend Celebrating difference and still being friends. Can they try to use kind words? Can t			ents keeping a steady pulse?	
Can they sing/clap a pulse increasing or decreasing in tempo? *Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? Composing (including notation) *Can they order sounds to create a beginning, middle and end? *Can they choose sounds which create an effect? *Can they choose sounds which create an effect? *Can they use symbols to represent sounds? *Can they use symbols to represent sounds? *Can they use simple structures in a piece of music? *Do they know that phrases are where we breathe in a song? Appraising *Can they listen out for particular things when listening to music? *Do they recognise sounds that move by steps and by leaps? PHSCE PHSCE Celebrating Difference (including anti-bullving) Boys and girls Can they include others when working and playing? Phy does bullying happen? Can they include others when working and playing? Vhy does bullying happen? Can they include others when working and playing? Do they know how to help if someone is being bullied? Can they try to solve problems? Making a new friend Celebrating difference and still being friends. Enrichment *Bullying focus week* *Remembrance Day-Remember Hallsville pupils who lost their lives in WW11 *Educational visit-road crossing			ment?	
*Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? Composing (including notation) *Can they order sounds to create a beginning, middle and end? *Can they create music in response to <different points="" starting="">? *Can they create music in response to <different points="" starting="">? *Can they use symbols to represent sounds? *Can they use symbols to represent sounds? *Can they make connections between notations and musical sounds? *Can they make connections between notations and musical sounds? *Can they make connections between notations and musical sounds? *Can they make connections between notations and musical sounds? *Can they make connections between notations and musical sounds? *Can they know that phrases are where we breathe in a song? Appraising *Can they improve their own work? *Can they listen out for particular things when listening to music? *Do they recognise sounds that move by steps and by leaps? PHSCE Celebrating Difference (including anti-bullving) Boys and girls Can they accept that everyone is different? Boys and girls Can they include others when working and playing? Why does bullying happen? Standing up for myself and others Can they try to solve problems? Can they try to solve problems? Can they try to use kind words? Can they try to use kind words?</different></different>				
Composing (including notation) *Can they order sounds to create a beginning, middle and end? *Can they choose sounds which create an effect? *Can they use symbols to represent sounds? *Can they use symbols to represent sounds? *Can they use symbols to represent sounds? *Can they use simple structures in a piece of music? *Do they know that phrases are where we breathe in a song? *Appraising *Can they listen out for particular things when listening to music? *Do they recognise sounds that move by steps and by leaps? *PHSCE *Celebrating Difference (including anti-bullving) Boys and girls *Can they include others when working and playing? Boys and girls *Can they include others when working and playing? *Do they know how to help if someone is being bullied? *Standing up for myself and others Making a new friend Celebrating difference and still being friends. *Do they know how to give and receive compliments? *Enrichment *Bullying focus week *Remembrance Day-Remember Hallsville pupils who lost their lives in WW11 *Educational visit-road crossing				
-Can they order sounds to create a beginning, middle and end? -Can they create music in response to <different points="" starting="">? -Can they choose sounds which create an effect? -Can they use symbols to represent sounds? -Can they use symbols to represent sounds? -Can they make connections between notations and musical sounds? -Can they make connections between notations and musical sounds? -Can they use simple structures in a piece of music? -Do they know that phrases are where we breathe in a song? Appraising -Can they insten out for particular things when listening to music? -Do they recognise sounds that move by steps and by leaps? PHSCE Celebrating Difference (including anti-bullving) Boys and girls -Can they include others when working and playing? -Can they include others when working and playing? -Can they include others when working and playing? -Can they try to solve problems? -Can they try to solve problems? -Can they try to use kind words? -Can they try to use k</different>				
*Can they create music in response to <different points="" starting="">? *Can they choose sounds which create an effect? *Can they use symbols to represent sounds? *Can they use symbols to represent sounds? *Can they use simple structures in a piece of music? *Do they know that phrases are where we breathe in a song? Appraising *Can they listen out for particular things when listening to music? *Do they recognise sounds that move by steps and by leaps? PHSCE Celebrating Difference (including anti-bullving) Boys and girls Boys and girls Boys and girls Boys and girls Can they include others when working and playing? Why does bullying happen? Standing up for myself and others Making a new friend Celebrating difference and still being friends. PHICHEMISTANCE Semembrance Day-Remember Hallsville pupils who lost their lives in WW11 Educational visit-road crossing</different>				
*Can they choose sounds which create an effect? *Can they use symbols to represent sounds? *Can they use symbols to represent sounds? *Can they use simple structures in a piece of music? *Do they know that phrases are where we breathe in a song? Appraising *Can they improve their own work? *Can they listen out for particular things when listening to music? *Do they recognises sounds that move by steps and by leaps? PHSCE Celebrating Difference (including anti-bullving) Boys and girls Can they accept that everyone is different? Boys and girls Can they include others when working and playing? Why does bullying happen? Standing up for myself and others Making a new friend Celebrating difference and still being friends. Publications Bullying focus week Remembrance Day-Remember Hallsville pupils who lost their lives in WW11 Educational visit-road crossing				
Can they use symbols to represent sounds? Can they make connections between notations and musical sounds? Can they use simple structures in a piece of music? Do they know that phrases are where we breathe in a song? Appraising Can they listen out for particular things when listening to music? Do they recognise sounds that move by steps and by leaps? PHSCE Celebrating Difference (including anti-bullving) Boys and girls Can they include others when working and playing? Why does bullying happen? Can they include others when working and playing? Why does bullying happen? Can they try to solve problems? Making a new friend Can they try to use kind words? Celebrating difference and still being friends. Do they know how to give and receive compliments? Enrichment Bullying focus week Remembrance Day-Remember Hallsville pupils who lost their lives in WW11 Educational visit-road crossing				
•Can they make connections between notations and musical sounds? •Can they use simple structures in a piece of music? •Do they know that phrases are where we breathe in a song? Appraising •Can they improve their own work? •Can they listen out for particular things when listening to music? •Do they recognise sounds that move by steps and by leaps? PHSCE e-safety lesson Celebrating Difference (including anti-bullving) Boys and girls Can they accept that everyone is different? Boys and girls Can they include others when working and playing? Why does bullying happen? Standing up for myself and others Making a new friend Celebrating difference and still being friends. Do they know how to give and receive compliments? Enrichment • Bullying focus week • Remembrance Day-Remember Hallsville pupils who lost their lives in WW11 • Educational visit-road crossing				
### Can they use simple structures in a piece of music? *Do they know that phrases are where we breathe in a song? Appraising *Can they improve their own work? *Can they listen out for particular things when listening to music? *Do they recognise sounds that move by steps and by leaps? PHSCE Celebrating Difference (including anti-bullving)				
Appraising -Can they improve their own work? -Can they listen out for particular things when listening to music? -Do they recognise sounds that move by steps and by leaps? PHSCE Celebrating Difference (including anti-bullying) Boys and girls Can they accept that everyone is different? Boys and girls Can they include others when working and playing? Why does bullying happen? Do they know how to help if someone is being bullied? Standing up for myself and others Can they try to solve problems? Making a new friend Can they try to use kind words? Celebrating difference and still being friends. Do they know how to give and receive compliments? Enrichment Bullying focus week Remembrance Day-Remember Hallsville pupils who lost their lives in WW11 Educational visit-road crossing				
•Can they improve their own work? •Can they listen out for particular things when listening to music? •Do they recognise sounds that move by steps and by leaps? e-safety lesson Celebrating Difference (including anti-bullying) Boys and girls Can they accept that everyone is different? Boys and girls Can they include others when working and playing? Why does bullying happen? Do they know how to help if someone is being bullied? Standing up for myself and others Can they try to solve problems? Making a new friend Can they try to use kind words? Celebrating difference and still being friends. Do they know how to give and receive compliments? • Bullying focus week • Remembrance Day-Remember Hallsville pupils who lost their lives in WW11 • Educational visit-road crossing		•Do they know that phrases are where we breathe in a song? Appraising		
•Can they improve their own work? •Can they listen out for particular things when listening to music? •Do they recognise sounds that move by steps and by leaps? e-safety lesson Celebrating Difference (including anti-bullying) Boys and girls Can they accept that everyone is different? Boys and girls Can they include others when working and playing? Why does bullying happen? Standing up for myself and others Can they try to solve problems? Making a new friend Can they try to use kind words? Celebrating difference and still being friends. Do they know how to give and receive compliments? • Bullying focus week • Remembrance Day-Remember Hallsville pupils who lost their lives in WW11 • Educational visit-road crossing				
•Can they listen out for particular things when listening to music? •Do they recognise sounds that move by steps and by leaps? e-safety lesson Celebrating Difference (including anti-bullying) Boys and girls Can they include others when working and playing? Why does bullying happen? Standing up for myself and others Making a new friend Celebrating difference and still being friends. Can they try to use kind words? Can they try to use kind words? Chan they try to use who working and playing? Do they know how to help if someone is being bullied? Can they try to use kind words? Can they try to use kind words? Celebrating difference and still being friends. Do they know how to give and receive compliments?				
PHSCE e-safety lesson Celebrating Difference (including anti-bullying) Boys and girls Can they accept that everyone is different? Can they include others when working and playing? Why does bullying happen? Standing up for myself and others Making a new friend Celebrating difference and still being friends. Do they know how to help if someone is being bullied? Can they try to solve problems? Making a new friend Can they try to use kind words? Can they try to use kind words? Do they know how to give and receive compliments? Bullying focus week Remembrance Day-Remember Hallsville pupils who lost their lives in WW11 Educational visit-road crossing				
PHSCE e-safety lesson Celebrating Difference (including anti-bullving) Boys and girls Can they accept that everyone is different? Boys and girls Can they include others when working and playing? Why does bullying happen? Do they know how to help if someone is being bullied? Standing up for myself and others Can they try to solve problems? Making a new friend Can they try to use kind words? Can they try to use kind words? Celebrating difference and still being friends. Do they know how to give and receive compliments? Bullying focus week Remembrance Day-Remember Hallsville pupils who lost their lives in WW11 Educational visit-road crossing				
Boys and girls Boys and girls Can they accept that everyone is different? Can they include others when working and playing? Why does bullying happen? Do they know how to help if someone is being bullied? Standing up for myself and others Can they try to solve problems? Making a new friend Can they try to use kind words? Can they try to use kind words? Can they know how to give and receive compliments? Bullying focus week Remembrance Day-Remember Hallsville pupils who lost their lives in WW11 Educational visit-road crossing	PHSCE			
Boys and girls Boys and girls Can they accept that everyone is different? Can they include others when working and playing? Why does bullying happen? Do they know how to help if someone is being bullied? Standing up for myself and others Can they try to solve problems? Making a new friend Can they try to use kind words? Can they try to use kind words? Can they know how to give and receive compliments? Bullying focus week Remembrance Day-Remember Hallsville pupils who lost their lives in WW11 Educational visit-road crossing				
Boys and girls Why does bullying happen? Standing up for myself and others Making a new friend Celebrating difference and still being friends. Do they know how to help if someone is being bullied? Can they try to solve problems? Can they try to use kind words? Can they try to use kind words? Do they know how to give and receive compliments? Bullying focus week Remembrance Day-Remember Hallsville pupils who lost their lives in WW11 Educational visit-road crossing			Can they essent that examines is Jiff	
Why does bullying happen? Standing up for myself and others Making a new friend Celebrating difference and still being friends. Do they know how to help if someone is being bullied? Can they try to solve problems? Can they try to use kind words? Do they know how to give and receive compliments? Bullying focus week Remembrance Day-Remember Hallsville pupils who lost their lives in WW11 Educational visit-road crossing				
Standing up for myself and others Making a new friend Celebrating difference and still being friends. Can they try to use kind words? Can they try to use kind words? Do they know how to give and receive compliments? Bullying focus week Remembrance Day-Remember Hallsville pupils who lost their lives in WW11 Educational visit-road crossing				
Making a new friend Can they try to use kind words? Celebrating difference and still being friends. Do they know how to give and receive compliments? Bullying focus week Remembrance Day-Remember Hallsville pupils who lost their lives in WW11 Educational visit-road crossing				
Enrichment Bullying focus week Remembrance Day-Remember Hallsville pupils who lost their lives in WW11 Educational visit-road crossing		Making a new friend	Can they try to use kind words?	
 Remembrance Day-Remember Hallsville pupils who lost their lives in WW11 Educational visit-road crossing 		Celebrating difference and still being friends.	Do they know how to give and receive compliments?	
 Remembrance Day-Remember Hallsville pupils who lost their lives in WW11 Educational visit-road crossing 				
 Remembrance Day-Remember Hallsville pupils who lost their lives in WW11 Educational visit-road crossing 		Rullying foous week		
Educational visit-road crossing	Enrichment			