<table>
<thead>
<tr>
<th>Year 2</th>
<th>Autumn- Fire</th>
<th>Spring- Flight</th>
<th>Summer- Africa</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>How has fire changed history?</td>
<td>Why was Amelia Earhart important?</td>
<td>What is life like in the continent of Africa?</td>
</tr>
</tbody>
</table>

**Poetry:** fire using senses
- Conjunctions
- Feelings
- Vocabulary range
- Expanded noun phrases

**Non-fiction text:** The Great Fire of London
- Recount
- Past tense
- Language of daily routine
- Diary
- Life in Tudor times
- Conjunctions

**Key text:** The Snow Dragon by Vivian French (Traditional tales)

**Word Reading**
- Blend GPCs to read accurately
- Recognise alternative sounds for graphemes
- Apply phonics knowledge
- Decrease reliance on ‘sounding out’ in common words
- Read and remember high frequency words that cannot be easily decoded at this stage (‘tricky’ words)
- Read words of two or more syllables
- Read words containing common suffixes (link to spelling)
- Sound out unfamiliar words when reading aloud
- Re-read books to build fluency and confidence

**Reading Comprehension**
- Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words
- Retrieve information from the text to answer questions
- Predict what may happen based on previous events
- Use inference to draw simple conclusions about characters
- Recognise recurring story language
- Develop understanding by linking reading to prior knowledge and/or background information

**Planning, Composing and Evaluating**
- Plan a narrative text
- Plan non-narrative text types
- Include new vocabulary in planning
- Embed the sentence by sentence process of think, say, write, check
- Write about personal experiences and real events
- Write a story
- Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc.
- Write a poem

**Poem:** - Really looking birds, poetry 2.
- Where they would go if they could fly like a bird?
- Haiku.
- Syllables

**Non-fiction text:** The Fantastic Flying Books of Mr. Morris
- Story

**Non-fiction text:** Mr Morris Lessmore
- Non-chronological report
- Factual sentences
- Use of conjunction
- Research about Amelia Earhart
- Past tense

**Key text:** The Great Balloon Hullabaloo, Those Magnificent Sheep in their Flying Machine by Peter Bently

**Author study**
- Story
- Children choose own flying machine which takes them on an adventure to somewhere.

**Non-fiction text:** model text- how to fly a kite

**Instructions**
- Imperative verbs
- Chronology
- Expanded noun phrases
- Write instructions for another flying machine

**Word Reading**
- Blend GPCs to read accurately
- Recognise alternative sounds for graphemes
- Apply phonics knowledge
- Increase the speed of reading
- Decode unfamiliar words without hesitation
- Read and remember high frequency words that cannot be easily decoded at this stage (‘tricky’ words)
- Read words of two or more syllables
- Read words containing common suffixes (link to spelling)
- Sound out unfamiliar words when reading aloud
- Re-read books to build fluency and confidence

**Reading Comprehension**
- Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words
- Retrieve information from the text to answer questions
- Predict what may happen based on previous events
- Use inference to draw simple conclusions about characters
- Discuss which words and phrases are effective
- Develop understanding by linking reading to prior knowledge and/or background information

**Planning, Composing and Evaluating**
- Plan a narrative text
- Plan non-narrative text types
- Include new vocabulary in planning
- Embed the sentence by sentence process of think, say, write, check
- Write about personal experiences and real events
- Write a story
- Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc.
- Write a poem
- Re-read writing for sense
- Check writing for consistent use of tense (including the progressive form of verbs)
- Evaluate their writing with others

**Grammar, Punctuation and Vocabulary**
<table>
<thead>
<tr>
<th>Handwriting and Presentation</th>
<th>Maths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-read writing for sense</td>
<td>Number and place value</td>
</tr>
<tr>
<td>Use expression when reading aloud their writing</td>
<td>Addition and subtraction</td>
</tr>
<tr>
<td>Evaluate their writing with others</td>
<td>Multiplication and division</td>
</tr>
<tr>
<td>Recognise and write statements</td>
<td>Fractions</td>
</tr>
<tr>
<td>Recognise and write questions</td>
<td>Statistics</td>
</tr>
<tr>
<td>Recognise and write exclamations</td>
<td>Measure; comparing and ordering</td>
</tr>
<tr>
<td>Recognise and write commands</td>
<td>Geometry; shape</td>
</tr>
<tr>
<td>Join sentences with ‘or’ and ‘but’</td>
<td>Measure; money, capacity, temperature and problems</td>
</tr>
<tr>
<td>Explain what an apostrophe is</td>
<td>Number and place value</td>
</tr>
<tr>
<td>Use apostrophes for simple contracted forms</td>
<td>Addition and subtraction</td>
</tr>
<tr>
<td>Spelling Segment words into individual phonemes to aid correct spelling</td>
<td>Multiplication and division</td>
</tr>
<tr>
<td>Choose the correct grapheme where there are several options</td>
<td>Fractions</td>
</tr>
<tr>
<td>Spell high frequency words that cannot be easily decoded at this stage (‘tricky’ words)</td>
<td>Statistics</td>
</tr>
<tr>
<td>Spell words ending with the ‘l’ sound spelt y e.g. fry</td>
<td>Fractions</td>
</tr>
<tr>
<td>Spell words where -es is added to a word ending in y e.g. flies</td>
<td>Number and place value</td>
</tr>
<tr>
<td>Spell words with the ‘s’ sound spelt c before e, i and y e.g. city</td>
<td>Form capital letters and digits of the correct size</td>
</tr>
<tr>
<td>Spell words beginning with the ‘r’ sound spelt wr e.g. wrote</td>
<td>Form lower case letters of the correct size relative to one another</td>
</tr>
<tr>
<td>Spell words ending with the ‘ee’ sound spelt ey e.g. monkey</td>
<td>Write simple dictated sentences using spelling and punctuation knowledge taught so far</td>
</tr>
<tr>
<td>Spell words with the ‘u’ sound spelt o e.g. Monday</td>
<td>Use correct grammatical terminology when discussing their writing</td>
</tr>
<tr>
<td>Spell words with the suffix –ly e.g. badly</td>
<td>Use commas for lists</td>
</tr>
<tr>
<td>Spell contracted words using the apostrophe e.g. can’t</td>
<td>Write consistently in ‘past’ or ‘present’ tense</td>
</tr>
<tr>
<td>Spell frequently confused common homophones e.g. here and hear</td>
<td>Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing</td>
</tr>
<tr>
<td>Write simple dictated sentences using spelling and punctuation</td>
<td>Spell adverbs by adding –ly to adjectives</td>
</tr>
<tr>
<td>knowledge taught so far</td>
<td>Spelling</td>
</tr>
<tr>
<td>Apply spellings and spelling conventions taught in their own work</td>
<td>Segment words into individual phonemes to aid correct spelling</td>
</tr>
<tr>
<td>Handwriting and Presentation</td>
<td>Choose the correct grapheme where there are several options</td>
</tr>
<tr>
<td>Form lower case letters of the correct size relative to one another</td>
<td>Spell high frequency words that cannot be easily decoded at this stage (‘tricky’ words)</td>
</tr>
<tr>
<td>Write capital letters and digits of the correct size</td>
<td>Spell words ending in the ‘l’ sound and spelt -le e.g. table</td>
</tr>
<tr>
<td>Plan non-narrative text types</td>
<td>Spell words ending in the ‘l’ sound and spelt -el e.g. camel</td>
</tr>
<tr>
<td>Include new vocabulary in planning</td>
<td>Spell words ending in the ‘l’ sound and spelt -al e.g. pedal</td>
</tr>
<tr>
<td>Embed the sentence by sentence process of think, say, write, check</td>
<td>Spell words ending in the ‘l’ sound and spelt -il e.g. fossil</td>
</tr>
<tr>
<td>Write about personal experiences and real events</td>
<td>Spell words with the ‘n’ sound spelt kn or gn e.g. know and gnaw</td>
</tr>
<tr>
<td>Write a story</td>
<td>Spell the ‘zh’ sound spelt s e.g. treasure</td>
</tr>
<tr>
<td>Write non-narrative text types for a clear purpose e.g. to inform, to instruct etc.</td>
<td>Spell words with the suffix -ment e.g. enjoyment</td>
</tr>
<tr>
<td>Write a poem</td>
<td>Spell words with the suffix -ness e.g. sadness</td>
</tr>
<tr>
<td>Re-read writing for sense</td>
<td>Spell words where suffixes (-ed, -ing, -er and -est) are added to words ending in consonant + e e.g. hiking, nicest</td>
</tr>
<tr>
<td>Check writing for consistent use of tense Use expression when reading aloud their writing</td>
<td>Spell words where suffixes (-ed, -ing, -er and -est) are added to one syllable words ending in short vowel + single consonant e.g. dropping</td>
</tr>
<tr>
<td>Evaluate their writing with others</td>
<td>Spell further common homophones e.g. there, their and they’re</td>
</tr>
<tr>
<td>Grammar, Punctuation and Vocabulary</td>
<td>Write simple dictated sentences using spelling and punctuation knowledge taught so far</td>
</tr>
<tr>
<td>Use correct grammatical terminology when discussing their writing</td>
<td>Apply spellings and spelling conventions taught in their own work</td>
</tr>
<tr>
<td>Write expanded noun phrases</td>
<td>Handwriting and Presentation</td>
</tr>
<tr>
<td>Use ‘when’, ‘if’, ‘that’ and ‘because’ to extend sentences</td>
<td>Use diagonal and horizontal strokes to join letters together</td>
</tr>
<tr>
<td>Use apostrophes for singular possession</td>
<td>Ensure spacing between words is appropriately sized</td>
</tr>
<tr>
<td>Form adjectives using –ful, –er, –est and –less</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>Geography</td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| **Samuel Pepys**  
**Fire of London**  
NC Links:  
• events beyond living memory that are significant nationally or globally  
  identify similarities and differences between ways of life in different periods  
They should use a wide vocabulary of everyday historical terms  
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.  
• First aeroplane flight  
  Compare Amelia Earhart to Wright Brothers  
NC Links:  
• the lives of significant individuals in the past who have contributed to national and international achievements  
They should know where the people and events they study fit within a chronological framework  
**Flight paths, routes on a map, geese, time zones**  
**Fieldwork: Our Airport**  
NC Link:  
• use aerial photographs and plan perspectives to recognise landmarks; and use and construct basic symbols in a key  
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  
**Human and physical features of Africa**  
Create map with a key of human and physical features- pyramids, safari parks etc.  
NC Link:  
• use aerial photographs and plan perspectives to recognise basic human and physical features; and use and construct basic symbols in a key  
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  
• Basic geographical vocabulary- human and physical features –  
  ▲ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  
  ▲ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  
**Orienteering.**  
**Plants**  
NC links:  
• 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  
  observing closely, using simple equipment  
**Uses of everyday materials**  
NC links:  
• 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 shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching  
  performing simple tests  
**Living things and their habitats**  
NC link:  
• 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 basic 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 microhabitats  
• 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.  
|
### Computing

**E-safety: Smartie the Penguin (Y2)**

**Espresso Coding**

**NC Links:**
- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by
  - Describe the key elements which make up a presentation package. They will build upon the previous unit about information technology and present to an audience. Children will be introduced to the key elements which make up a presentation package. They will build upon the previous unit about information technology and sound and present to an audience. Children will be introduced to the key elements which make up a presentation package. They will build upon the previous unit about information technology and
- Design purposeful, functional, appealing products for themselves and other users based on design criteria
  - Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
  - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
  - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
  - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Explore and evaluate a range of existing products
  - Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria
  - Evaluate their ideas and products against design criteria
- Build structures, exploring how they can be made stronger, stiffer and more stable
  - Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
  - Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

### Art

**Art: George Seurat - painting**

**Painting pointillism. Focus on colour, form, texture and pattern.**

**NC Links:**
- To use a range of materials creatively to design and make products
  - To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
  - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
  - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.
  - 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.

**Artist: David Hockney - drawing**

**Drawing perspective, exploring colour, pattern, form, space. Share ideas, experiences and imagination. Pathway through own places they have explored.**

**NC Links:**
- To use a range of materials creatively to design and make products
  - To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
  - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
  - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.
  - 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.

### DT

**DT Focus: Textiles. Xmas decorations.**

**NC Links:**
- Design purposeful, functional, appealing products for themselves and other users based on design criteria
  - Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
  - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
  - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
  - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Explore and evaluate a range of existing products
  - Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria
  - Evaluate their ideas and products against design criteria
- Build structures, exploring how they can be made stronger, stiffer and more stable
  - Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
  - Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

**DT Focus: Cooking**

**. Design, make, evaluate, advertise., healthy and varied diet, prepare dishes -salad**

**NC Links:**
- Use the basic principles of a healthy and varied diet to prepare dishes
  - Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.
  - Understand where food comes from.
- Design purposeful, functional, appealing products for themselves and other users based on design criteria
  - Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
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  - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Explore and evaluate a range of existing products
  - Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria
  - Evaluate their ideas and products against design criteria

**Presenting my ideas**

Children will create a presentation combining, text, images, video and sound and present to an audience. Children will be introduced to the key elements which make up a presentation package. They will build upon the previous unit about information technology and
**PE**

**Communicate ideas and unfold stories**
- Structure sequences of actions and skills in different orders to improve performance, focusing on contrast in shape (speed / direction / level)
- Communicate ideas and unfold stories. *Val Sabin Unit 1 & 2*
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

**Gymnastics**
- Contrast in shape, speed and size.
- Work co-operatively: phrases and patterns with control and coordination. Unit 3&4
- Compare his/her performance to others.
- Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc)
- Zig zag through a series of tight markers.
- Spinning, twisting and turning, linking movements together. Jumps for distance controlling the landing.

**Dance**
- Contrast in shape, speed and size.
- Work co-operatively: phrases and patterns with control and coordination. Unit 3&4
- Compare his/her performance to others.
- Communicate ideas and unfold stories. *Val Sabin Unit 1 & 2*
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

**Dribbling**
- Hitting and kicking.
- Throw a small ball overarm, using the correct technique.
- Catch a small ball.
- Throw a small ball overarm, using the correct technique. *Val Sabin Unit 1 & 2*

**Basketball**
- Throw a small ball overarm, using the correct technique.
- Catch a small ball.
- Throw a small ball overarm, using the correct technique. *Val Sabin Unit 1 & 2*

**Amphitheatre**
- Zig zag through a series of tight markers.
- Compare his/her performance to others.
- Structure sequences of actions and skills in different orders to improve performance, focusing on contrast in shape (speed / direction / level)
- Communicate ideas and unfold stories. *Val Sabin Unit 1 & 2*

**NC Links:**
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

**E-safety: Staying Safe Online**
- Beebot
- Children are shown how to program a simple Bee-Bot. Children to be presented with a selection of obstacles which the Bee-Bots have to navigate. Students write a series of commands for how the Bee-Bots will be used to solve these obstacles. Children then try to program the Bee-Bots to avoid the obstacles. Link to explorers.
- NC Links:
  - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
  - Create and debug simple programs
  - Recognise common uses of information technology beyond school

**E-safety: Screen out the Mean**
- **Information Collectors**
  - Children will use a search engine in order to answer a question or find information. They will learn how to retrieve webpages or sites from the Favourites folder and begin to understand why the Favourites folder is used. They will also be shown how to copy and paste information to a document and how to save websites as Favourites.
  - Link to significant individual from theme (Flight)
- **NC Links:**
  - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
  - Use technology purposefully to create, organise, store, manipulate and retrieve digital content
  - Recognise common uses of information technology beyond school

**E-safety: Sites I like**
- **Green Screening**
  - Children will create a green screen video linked to theme
- **NC Links:**
  - Use technology purposefully to create, organise, store, manipulate and retrieve digital content
  - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

**Games/Ball skills**
- Zig zag through a series of tight markers.
- Catch a small ball.
- Throw a small ball overarm, using the correct technique.
- Catch a small ball.
- Throw a small ball overarm, using the correct technique. *Val Sabin Unit 1 & 2*

**Swimming and water safety**
- NC Links: ‘All schools must provide swimming instruction either in key stage 1 or key stage 2.’ National Curriculum Programme of Study 2013.
- In particular, pupils should be taught to:
  - Swim competently, confidently and proficiently over a distance of at least 25 m.
  - Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
  - Perform safe self-rescue in different water-based situations.
- **Swimming**
  - Perform safe self-rescue in different water-based situations.

**Athletics**
- Jump for distance controlling the landing.
- Jump for height with a controlled landing.
- Hop along a straight line using the same foot.

**Val Sabin Unit 3 & 4**
- **Swimming and water safety**
  - NC Links: ‘All schools must provide swimming instruction either in key stage 1 or key stage 2.’ National Curriculum Programme of Study 2013.
- In particular, pupils should be taught to:
  - Swim competently, confidently and proficiently over a distance of at least 25 m.
  - Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
  - Perform safe self-rescue in different water-based situations.

**NC Links:**
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
<table>
<thead>
<tr>
<th>PSHE</th>
<th>Me and my relationships</th>
<th>Me and making a positive contribution</th>
<th>Me and my healthy lifestyle</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE</td>
<td>Me and medicines and drugs</td>
<td>Me and growing and changing</td>
<td>Me and keeping safe</td>
</tr>
<tr>
<td></td>
<td>Christianity and Buddhism</td>
<td>Christianity, Islam, Judaism, Sikhism and Hinduism</td>
<td>Christianity, Islam, Judaism, Sikhism and Hinduism</td>
</tr>
</tbody>
</table>

**Individual Liberty Lesson 1: How do I feel?**
- I am developing an awareness of my own needs, views and feelings
- I can talk about how I feel

**Individual Liberty Lesson 3: My Many Coloured Day**
- I am developing an awareness of my own needs, views and feelings
- I can talk about how I feel

**British Values**
- I know that there are similarities and differences between people:

---

**Music**

- **Unit: Hands, Feet, Heart**
  - **Style:** South African styles
  - **Topic and cross curricular links:** South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.
  - **NC:**
    - use their voices expressively and creatively by singing songs and speaking chants and rhymes
    - play tuned and untuned instruments musically
    - listen with concentration and understanding to a range of high-quality live and recorded music
    - experiment with, create, select and combine sounds using the inter-related dimensions of music.

- **Unit: I Wanna Play In A Band**
  - **Style:** Rock
  - **Topic and cross curricular links:** Teamwork, working together. The Beatles. Historical context of musical styles.
  - **NC:**
    - use their voices expressively and creatively by singing songs and speaking chants and rhymes
    - play tuned and untuned instruments musically
    - listen with concentration and understanding to a range of high-quality live and recorded music
    - experiment with, create, select and combine sounds using the inter-related dimensions of music.

- **Unit: Ho Ho Ho**
  - **Style:** Christmas, Big Band, Motown, Elvis, Freedom Songs
  - **Topic and cross curricular links:** Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.
  - **NC:**
    - use their voices expressively and creatively by singing songs and speaking chants and rhymes
    - play tuned and untuned instruments musically
    - listen with concentration and understanding to a range of high-quality live and recorded music
    - experiment with, create, select and combine sounds using the inter-related dimensions of music.

- **Unit: Friendship Song**
  - **Style:** Coming soon!
  - **Topic and cross curricular links:** Coming soon!
  - **NC:**
    - use their voices expressively and creatively by singing songs and speaking chants and rhymes
    - play tuned and untuned instruments musically
    - listen with concentration and understanding to a range of high-quality live and recorded music
    - experiment with, create, select and combine sounds using the inter-related dimensions of music.
<table>
<thead>
<tr>
<th>Individual Liberty Lesson 2: Only One You</th>
<th>Mutual respect and tolerance Lesson 1: Everyone is special</th>
<th>Mutual respect and tolerance Lesson 1: Welcome to our class</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can be sensitive to and respect the feelings of others</td>
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</tr>
<tr>
<td>• I am developing an awareness of my own needs, views and feelings</td>
<td>• I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc.</td>
<td>• I know that people have things in common but everyone is unique.</td>
</tr>
<tr>
<td>• I can talk about how I feel</td>
<td>• I know that people have things in common but everyone is unique.</td>
<td>• I can identify and respect the similarities and differences between people.</td>
</tr>
<tr>
<td>• I can be sensitive to and respect the feelings of others</td>
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