



Year 2 Hyde Park Infants' School Medium Term Plan – Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p><b>English</b></p> <p>Enquiry Questions – Why is it important that information texts can be understood and how we do it?</p> <p><b>EXPERIENCE &amp; EVENTS</b></p>	<p><u>Instructions</u></p> <ol style="list-style-type: none"> <li>LI: To answer questions about a story (<i>The LKL</i>)</li> <li>LI: To identify the features of instructions (<i>structural and language</i>).</li> <li>LI: To write in the present tense (<i>sentence level with focus on +ing to verbs</i>).</li> <li>LI: To use adverbs to sequence ideas. (<i>Sentence level sequencing of events using adverbs such as in the morning, later, afterwards, in the blink of an eye</i>).</li> <li>LI: To use coordinating conjunctions to link ideas (<i>Sentence level - Provide simple sentences from story and children use conjunctions to</i></li> </ol>	<p><u>Instructions</u> (<i>To write a set of instructions on how to make Mr Grinling's new sandwich</i>)</p> <ol style="list-style-type: none"> <li>LI: To use subordinating conjunctions to link ideas.</li> <li>LI: To follow and sequence instructions.</li> <li>LI: To plan a set of instructions.</li> <li>LI: To write a set of instructions.</li> <li>LI: To edit and revise a set of instructions.</li> </ol> <p><u>NC Link</u></p> <ol style="list-style-type: none"> <li>Check work for meaning and careless spelling and punctuation errors.</li> <li>Use simple coordinating and subordinating conjunctions to link ideas within sentences, to explain how and why.</li> </ol>	<p><u>Explanations</u></p> <ol style="list-style-type: none"> <li>LI: To identify the features of explanations (<i>structural and language</i>).</li> <li>LI: To use factual adjectives to describe (<i>developing vocabulary e.g. treacherous</i>)</li> <li>LI: To create expanded noun phrases to give more detail.</li> <li>LI: To use a range of conjunctions.</li> <li>LI: To identify the topics of paragraphs. <i>(Found this really tricky)</i></li> </ol> <p><u>NC Link</u></p> <ol style="list-style-type: none"> <li>Check work for meaning and careless spelling and punctuation errors.</li> <li>Use simple coordinating and subordinating conjunctions to link ideas within sentences, to explain how and why.</li> </ol>	<p><u>Explanations</u> (<i>To explain the dangers of sea for ships</i>).</p> <ol style="list-style-type: none"> <li>LI: To write in third person. (SPaG SAT)</li> <li>(Comprehension SAT)</li> <li>(Maths SAT)</li> <li>LI: To plan an explanation.</li> </ol> <p><u>NC Link</u></p> <ol style="list-style-type: none"> <li>Check work for meaning and careless spelling and punctuation errors.</li> </ol>	<p><u>Non-Chronological Reports</u></p> <ol style="list-style-type: none"> <li>LI: To write an explanation.</li> <li>LI: To edit and revise an explanation.</li> <li>LI: To identify the features of non-chronological reports (<i>structural and language</i>).</li> <li>LI: To link ideas with adverbials.</li> <li>LI: To use commas in a list. (Feed through this lesson technical language within writing).</li> </ol> <p><u>NC Link</u></p> <ol style="list-style-type: none"> <li>Write a series of ideas, which are linked using a range of simple adverbs and adverbial phrases.</li> <li>Annotate texts to show the different features.</li> </ol>	<p><u>Non-Chronological Reports</u> (<i>To write about the history of lighthouse</i>)</p> <ol style="list-style-type: none"> <li>LI: To research for a report.</li> <li>LI: To plan a report.</li> <li>LI: To write a report.</li> <li>LI: To write a report.</li> <li>LI: To edit and revise a report.</li> </ol> <p><u>NC Link</u></p> <ol style="list-style-type: none"> <li>Check work for meaning and careless spelling and punctuation errors.</li> </ol>	<p><u>Instructions</u> (Independent Task)</p> <ol style="list-style-type: none"> <li>LI: To plan a set of instructions (linked to DT).</li> <li>LI: To write a set of instructions (linked to DT).</li> <li>LI: To edit and revise a set of instructions.</li> <li>LI: To create and send a Christmas card (link back to letters in Aut 1).</li> <li>LI: To create and send a Christmas card (link back to letters in Aut 1).</li> </ol> <p><u>NC Link</u></p> <ol style="list-style-type: none"> <li>Check work for meaning and careless spelling and punctuation errors.</li> </ol>

		<p><i>link ideas together).</i></p> <p><b>NC Link</b></p> <ol style="list-style-type: none"> <li>Write a series of ideas, which are linked using a range of simple adverbs and adverbial phrases.</li> <li>Use simple coordinating and subordinating conjunctions to link ideas within sentences, to explain how and why.</li> <li>Annotate texts to show the different features.</li> </ol>		<ol style="list-style-type: none"> <li>Use simple factual adjectives and expanded noun phrases to give precise detail.</li> <li>Annotate texts to show the different features.</li> <li>Use their knowledge about topic sentences to help them decide what each paragraph is about in a piece of information text.</li> </ol>				
	<b>Spelling / Phonics</b>	<p><b>CEW (to be practiced daily in soft start);</b></p> <ol style="list-style-type: none"> <li>father</li> <li>class</li> <li>grass</li> <li>pass</li> <li>plant</li> </ol> <p><b>Spelling Lesson (To be taught Friday and the practiced and tested the following week):</b> The /n/ sounds spelt kn and gn at the beginning of words, e.g. knock, know, knee, gnat, gnaw.</p> <p><b>Spelling test:</b> father, class, grass, pass, plant, door, floor, poor, because, find (* final five from previous term)</p>	<p><b>CEW (to be practiced daily in soft start);</b></p> <ol style="list-style-type: none"> <li>path</li> <li>bath</li> <li>improve</li> <li>move</li> <li>prove</li> </ol> <p><b>Spelling Lesson (To be taught Friday and the practiced and tested the following week):</b> The /r/ sound spelt wr at the beginning of words e.g. write, wrote, wrong, wrap.</p> <p><b>Spelling test:</b> path, bath, improve, move, prove, knock, knock, knee, gnat, gnaw</p>	<p><b>CEW (to be practiced daily in soft start);</b></p> <ol style="list-style-type: none"> <li>hour</li> <li>sure</li> <li>sugar</li> <li>eye</li> <li>could</li> </ol> <p><b>Spelling Lesson (To be taught Friday and the practiced and tested the following week):</b> The /l/ sound spelt –le at the end of words e.g. table, apple, bottle, little, middle.</p> <p><b>Spelling Test:</b> hour, sure, sugar, eye, could, write, wrote, wrong, wrap, wrist</p> <p><b>NC Link</b></p>	<p><b>CEW (to be practiced daily in soft start);</b></p> <ol style="list-style-type: none"> <li>Should</li> <li>Would</li> <li>Who</li> <li>Whole</li> <li>any</li> </ol> <p><b>Spelling Lesson (To be taught Friday and the practiced and tested the following week):</b> /s/sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’ e.g. city, race, cycle, circle, ice</p> <p><b>Spelling Test:</b> Hour, sure, sugar, eye, could, table, apple, bottle, little, middle.</p> <p><b>NC Link</b></p>	<p><b>CEW (to be practiced daily in soft start);</b></p> <ol style="list-style-type: none"> <li>many</li> <li>clothes</li> <li>busy</li> <li>people</li> <li>water</li> </ol> <p><b>Spelling Lesson (To be taught Friday and the practiced and tested the following week):</b> Homophones (here/hear, sun/son, one/won)</p> <p><b>Spelling Test:</b> many, clothes, busy, people, water, city, race, cycle, circle, ice</p> <p><b>NC Link</b></p>	<p><b>CEW (to be practiced daily in soft start);</b></p> <ol style="list-style-type: none"> <li>again</li> <li>half</li> <li>money</li> <li>Mr</li> <li>Mrs</li> </ol> <p><b>Spelling Lesson (To be taught Friday and the practiced and tested the following week):</b> /aɪ/ sound spelt ‘y’ e.g. (cry, try, dry, July, why)</p> <p><b>Spelling Test:</b> again, half, money, Mr, Mrs, here, hear, sun, son, one, won</p> <p><b>NC Link</b></p>	<p><b>CEW (to be practiced daily in soft start);</b></p> <ol style="list-style-type: none"> <li>parents</li> <li>Christmas</li> <li>everybody</li> <li>even</li> <li>door</li> </ol> <p><b>Spelling Lesson (To be taught Friday and the practiced and tested the following week):</b> Contractions (can’t, didn’t, hasn’t, it’s, couldn’t, I’ll, they’re)</p> <p><b>Spelling Test:</b> parents, Christmas, everybody, even, door, why, cry, try, July, why</p>

		<p><b>NC Link</b></p> <ol style="list-style-type: none"> <li>1. Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>2. Learning to spell common exception words.</li> <li>3. Apply spelling rules and guidelines, as listed in English Appendix 1.</li> <li>4. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation.</li> </ol>	<p><b>NC Link</b></p> <ol style="list-style-type: none"> <li>1. Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>2. Learning to spell common exception words.</li> <li>3. Apply spelling rules and guidelines, as listed in English Appendix 1.</li> <li>4. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>2. Learning to spell common exception words.</li> <li>3. Apply spelling rules and guidelines, as listed in English Appendix 1.</li> <li>4. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation</li> </ol>	<ol style="list-style-type: none"> <li>1. Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>2. Learning to spell common exception words.</li> <li>3. Apply spelling rules and guidelines, as listed in English Appendix 1.</li> <li>4. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation</li> </ol>	<ol style="list-style-type: none"> <li>1. Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>2. Learning to spell common exception words.</li> <li>3. Apply spelling rules and guidelines, as listed in English Appendix 1.</li> <li>4. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation</li> </ol>	<ol style="list-style-type: none"> <li>1. Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>2. Learning to spell common exception words.</li> <li>3. Apply spelling rules and guidelines, as listed in English Appendix 1.</li> <li>4. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation</li> </ol>	<p><b>NC Link</b></p> <ol style="list-style-type: none"> <li>1. Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>2. Learning to spell common exception words.</li> <li>3. Apply spelling rules and guidelines, as listed in English Appendix 1.</li> <li>4. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation</li> </ol>
	<b>Grammar</b>	<p><b>Linked to English lesson:</b></p> <ol style="list-style-type: none"> <li>1. Correct choice and consistent use of present tense and past tense throughout writing.</li> <li>2. Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>3. To use adverbs to sequence ideas.</li> </ol> <p><b>NC Link:</b> To recognise and use the terminology</p>	<p><b>Linked to English lesson:</b></p> <ol style="list-style-type: none"> <li>1. Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>2. To use adverbs to sequence ideas.</li> <li>3. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> </ol> <p><b>NC Link:</b></p>	<p><b>Linked to English lesson:</b></p> <ol style="list-style-type: none"> <li>1. Using adjectives to describe.</li> <li>2. Expanded noun phrases for description and specification.</li> <li>3. Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> </ol> <p><b>NC Link:</b> To recognise and use the terminology through discussion and practice.</p>	<p><b>Linked to English lesson:</b></p> <ol style="list-style-type: none"> <li>1. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> </ol> <p><b>NC Link:</b> To recognise and use the terminology through discussion and practice.</p>	<p><b>Linked to English lesson:</b></p> <ol style="list-style-type: none"> <li>1. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> </ol> <p><b>NC Link:</b> To recognise and use the terminology through discussion and practice.</p>	<p><b>Linked to English lesson:</b></p> <ol style="list-style-type: none"> <li>1. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> </ol> <p><b>NC Link:</b> To recognise and use the terminology through discussion and practice.</p>	<p><b>Linked to English lesson:</b></p> <ol style="list-style-type: none"> <li>1. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> </ol> <p><b>NC Link:</b> To recognise and use the terminology through discussion and practice.</p>

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	<b>Reading Comprehension</b>	<p>LI: To retrieve information from a non-fiction text. (Linked to English lesson – use topic book from PLS)</p> <p><b>NC Link:</b></p> <ol style="list-style-type: none"> <li>1. Develop pleasure in reading, motivation to read, vocabulary &amp; understanding</li> <li>2. Discussing the sequence of events in books and how items of information are related</li> <li>3. Discussing and clarifying the meanings of words, linking new meanings</li> <li>4. Making inferences based on what is being said and done</li> <li>5. Answering and asking questions</li> </ol>	<p>LI: To sequence a set of instructions independently. (Linked to English lesson on creating a set of instructions – cook book recipe page – look at features and then ask children to sequence).</p> <p><b>NC Link:</b></p> <ol style="list-style-type: none"> <li>1. Develop pleasure in reading, motivation to read, vocabulary &amp; understanding</li> <li>2. Discussing the sequence of events in books and how items of information are related</li> <li>3. Discussing and clarifying the meanings of words, linking new meanings</li> <li>4. Making inferences based on what is being said and done</li> <li>5. Answering and asking questions</li> </ol>	<p>LI: To discuss and clarify the meanings of new words. (Linked to English lesson – use non-fiction topic book from PLS).</p> <p><b>NC Link:</b></p> <ol style="list-style-type: none"> <li>1. Develop pleasure in reading, motivation to read, vocabulary &amp; understanding</li> <li>2. Discussing the sequence of events in books and how items of information are related</li> <li>3. Discussing and clarifying the meanings of words, linking new meanings</li> <li>4. Making inferences based on what is being said and done</li> <li>5. Answering and asking questions</li> </ol>	<p>LI: To make inferences about a story. (Linked to English lesson – The Lighthouse Keeper’s Lunch).</p> <p><b>NC Link:</b></p> <ol style="list-style-type: none"> <li>1. Develop pleasure in reading, motivation to read, vocabulary &amp; understanding</li> <li>2. Discussing the sequence of events in books and how items of information are related</li> <li>3. Discussing and clarifying the meanings of words, linking new meanings</li> <li>4. Making inferences based on what is being said and done</li> <li>5. Answering and asking questions</li> </ol>	<p>LI: To independently retrieve information from a text. (Link to English lesson – a non-fiction text on Grace Darling).</p> <p><b>NC Link:</b></p> <ol style="list-style-type: none"> <li>1. Develop pleasure in reading, motivation to read, vocabulary &amp; understanding</li> <li>2. Discussing the sequence of events in books and how items of information are related</li> <li>3. Discussing and clarifying the meanings of words, linking new meanings</li> <li>4. Making inferences based on what is being said and done</li> <li>5. Answering and asking questions</li> </ol>	<p>LI: To make predictions. (Another story in the series of the Lighthouse Keeper’s Lunch).</p> <p><b>NC Link:</b></p> <ol style="list-style-type: none"> <li>1. Develop pleasure in reading, motivation to read, vocabulary &amp; understanding</li> <li>2. Discussing the sequence of events in books and how items of information are related</li> <li>3. Discussing and clarifying the meanings of words, linking new meanings</li> <li>4. Making inferences based on what is being said and done</li> <li>5. Answering and asking questions</li> </ol>	<p>LI: To discuss and clarify the meanings of new words. (The Seagulls – Michael Rosen) Poem.</p> <p><b>NC Link:</b></p> <ol style="list-style-type: none"> <li>1. Develop pleasure in reading, motivation to read, vocabulary &amp; understanding</li> <li>2. Discussing the sequence of events in books and how items of information are related</li> <li>3. Discussing and clarifying the meanings of words, linking new meanings</li> <li>4. Making inferences based on what is being said and done</li> <li>5. Answering and asking questions</li> </ol>
	<b>Maths</b>	<p><b>Money</b></p> <p>LI: To recognise and count money. (Up to £1)</p>	<p><b>Money</b></p> <p>LI: To know that there are different ways to make the</p>	<p><b>Money</b></p> <p>LI: To find the difference between two amounts of</p>	<p><b>Multiplication and Division</b></p> <p>LI: To write multiplication</p>	<p><b>Multiplication and Division</b></p> <p>LI: To learn and use the 10 times table.</p>	<p><b>Multiplication and Division</b></p> <p>LI: To make equal groups by grouping.</p>	

		<p>LI: To recognise and count money. (Up to £20)</p> <p>LI: To select amounts of money. (Pence up to £1))</p> <p>LI: To select amounts of money. (Notes and coins up to £20)</p> <p><b>SMSC LINK</b>  <b>Social-</b> Talk partners  <b>Moral-</b> Solving problems.  <b>SPIRITUAL -</b> Generating and exploring ideas, making connections to previous knowledge.  <b>Cultural-</b> Respect others' views and understandings of how to solve the math problems.</p> <ul style="list-style-type: none"> <li>• <b>NC Link:</b></li> <li>• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>• recognise the place value of each digit in a two-digit number</li> </ul>	<p>same amount. (Up to £10)</p> <p>LI: To compare amounts of money. (Pounds and pence up to £20)</p> <p>LI: To find the total of an amount of money. (Manipulatives up to £20)</p> <p>LI: To find the total of an amount of money. (Problem solving up to £20)</p> <p>LI: To find the difference between two amounts of money. (Fluency up to £20)</p> <p><b>SMSC LINK</b>  <b>Social-</b> Talk partners  <b>Moral-</b> Solving problems.  <b>SPIRITUAL -</b> Generating and exploring ideas, making connections to previous knowledge.  <b>Cultural-</b> Respect others' views and understandings of how to solve the math problems.</p> <p><b>NC Link:</b></p> <ul style="list-style-type: none"> <li>• count in steps of 2, 3, and 5 from 0, and in tens from any number,</li> </ul>	<p>money. (Problem solving up to £20)</p> <p>LI: To find change needed. (1 step, manipulatives up to £1)</p> <p>LI: To find change needed. (1 step, problem solving up to £1)</p> <p>LI: To find change needed. (2 step pence up to £5)</p> <p>LI: To find change needed. (2 step pounds and pence up to £20)</p> <p><b>SMSC LINK</b>  <b>Social-</b> Talk partners  <b>Moral-</b> Solving problems.  <b>SPIRITUAL -</b> Generating and exploring ideas, making connections to previous knowledge.  <b>Cultural-</b> Respect others' views and understandings of how to solve the math problems.</p> <p><b>NC Link:</b></p> <ul style="list-style-type: none"> <li>• solve problems with addition and subtraction:</li> <li>• using concrete objects and pictorial representation</li> </ul>	<p>LI: To recognise equal groups. (Up to total 30)</p> <p>LI: To make equal groups. (Up to 30)</p> <p>LI: To add equal groups. (Up to 50)</p> <p>LI: To write multiplication calculations using a x symbol. (2-, 5-, and 10-times tables)</p> <p>LI: To write multiplication calculations using a x symbol. (2, 5, 10 times tables)</p> <p><b>SMSC LINK</b>  <b>Social-</b> Talk partners  <b>Moral-</b> Solving problems.  <b>SPIRITUAL -</b> Generating and exploring ideas, making connections to previous knowledge.  <b>Cultural-</b> Respect others' views and understandings of how to solve the math problems.</p> <p><b>NC Link:</b></p> <ul style="list-style-type: none"> <li>• solve problems with addition and subtraction:</li> <li>• using concrete objects and pictorial representation s, including</li> </ul>	<p>calculations that represent a picture. (2, 5, 10 times tables)</p> <p>LI: To make and use arrays. (2, 5, 10 times tables)</p> <p>LI: To make doubles. (Up to double 20)</p> <p>LI: To learn and use the 2 times table.</p> <p>LI: To learn and use the 5 times table.</p> <p><b>SMSC LINK</b>  <b>Social-</b> Talk partners  <b>Moral-</b> Solving problems.  <b>SPIRITUAL -</b> Generating and exploring ideas, making connections to previous knowledge.  <b>Cultural-</b> Respect others' views and understandings of how to solve the math problems.</p> <p><b>NC Link:</b></p> <ul style="list-style-type: none"> <li>• solve problems with addition and subtraction:</li> <li>• using concrete objects and pictorial representation s, including those involving numbers,</li> </ul>	<p>LI: To use the 2-, 5-, and 10-times table. (Mixed fluency 2, 5, 10 times tables)</p> <p>LI: To make equal groups by sharing. (Manipulatives 2, 5, 10 times tables)</p> <p>LI: To make equal groups by sharing. (Problems 2, 5, 10 times tables)</p> <p>LI: To make equal groups by grouping. (Manipulatives 2, 5, 10 times tables)</p> <p><b>SMSC LINK</b>  <b>Social-</b> Talk partners  <b>Moral-</b> Solving problems.  <b>SPIRITUAL -</b> Generating and exploring ideas, making connections to previous knowledge.  <b>Cultural-</b> Respect others' views and understandings of how to solve the math problems.</p> <p><b>NC Link:</b></p> <ul style="list-style-type: none"> <li>• solve problems with addition and subtraction:</li> <li>• using concrete objects and pictorial representation s, including those involving numbers, quantities and measures</li> <li>• applying their increasing</li> </ul>	<p>(Problems 2, 5, 10 times tables)</p> <p>LI: To divide by 2. (Within 24)</p> <p>LI To understand and use odd and even numbers.</p> <p>LI: To divide by 5. (Within 60)</p> <p>LI: To divide by 10. (Within 100)</p> <p>• <b>SMSC LINK</b>  <b>Social-</b> Talk partners  <b>Moral-</b> Solving problems.  <b>SPIRITUAL -</b> Generating and exploring ideas, making connections to previous knowledge.  <b>Cultural-</b> Respect others' views and understandings of how to solve the math problems.</p> <p><b>NC Link:</b></p> <ul style="list-style-type: none"> <li>• solve problems with addition and subtraction:</li> <li>• using concrete objects and pictorial representation s, including those involving numbers, quantities and measures</li> <li>• applying their increasing</li> </ul>
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		<ul style="list-style-type: none"> <li>(tens, ones)</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use and = signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>forward and backward</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use and = signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>s, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>a two-digit number and ones</li> <li>a two-digit number and tens</li> <li>two two-digit numbers</li> <li>adding three one-digit numbers</li> <li>show that addition of two numbers can be done in any order (commutative)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>a two-digit number and ones</li> <li>a two-digit number and tens</li> <li>two two-digit numbers</li> <li>adding three one-digit numbers</li> <li>show that addition of two numbers can be done in any order (commutative) and subtraction</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>a two-digit number and ones</li> <li>a two-digit number and tens</li> <li>two two-digit numbers</li> <li>adding three one-digit numbers</li> <li>show that addition of two numbers can be done in any order (commutative)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>a two-digit number and ones</li> <li>a two-digit number and tens</li> <li>two two-digit numbers</li> <li>adding three one-digit numbers</li> <li>show that addition of two numbers can be done in any order (commutative) and subtraction</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>knowledge of mental and written methods</li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>a two-digit number and ones</li> <li>a two-digit number and tens</li> <li>two two-digit numbers</li> <li>adding three one-digit numbers</li> <li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number</li> </ul> </li> </ul>
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				and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	<ul style="list-style-type: none"> <li>adding three one-digit numbers</li> <li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> </ul> <p>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
<b>Science</b>  Enquiry Question - How does sound affect our lives	<p>Lesson 1 LI: To recognise different types of energy.</p> <p>Lesson 2 LI: To know that sound is a type of energy.</p> <p><b>SMSC LINK</b> <b>Social-</b> Talk partners <b>Cultural -</b> we show respect for different opinions.</p> <p>NC Link</p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can</li> </ul>	<p>Lesson 1 LI: To identify the source of a sound. (sound quiz)</p> <p>Lesson 2 LI: To identify the sources of a sound. (Sound walk around School.)</p> <p><b>SMSC LINK</b> <b>Social-</b> Talk partners <b>Cultural -</b> we show respect for different opinions.</p> <p>NC Link</p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered</li> </ul>	<p>Lesson 1 LI: To know that quiet sounds can be amplified. (string telephones)</p> <p>Lesson 2 LI: To identify and sort the sources of loud and quiet sounds. (Sort musical instruments.)</p> <p><b>SMSC LINK</b> <b>Social-</b> Talk partners <b>Cultural -</b> we show respect for different opinions.</p> <p>NC Link</p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can</li> </ul>	<p>Lesson 1 LI: To know that sound can travel through solids and gases.</p> <p>Lesson 2 LI: To know that humans can detect the direction of a sound.</p> <p><b>SMSC LINK</b> <b>Social-</b> Talk partners <b>Cultural -</b> we show respect for different opinions</p> <p>NC Link</p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can</li> </ul>	<p>Lesson 1 LI: To know that there are different ways of making sounds (storm circle).</p> <p>Lesson 2 LI: To use my senses to detect sound.</p> <p><b>SMSC LINK</b> <b>Social-</b> Talk partners <b>Cultural -</b> we show respect for different opinions</p> <p>NC Link</p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered</li> </ul>	<p>Lesson 1 LI: To plan an investigation. (Distance vs loudness)</p> <p>Lesson 2 LI: To know that hearing helps us to make sense of our world.</p> <p><b>SMSC LINK</b> <b>Social-</b> Talk partners <b>Cultural -</b> we show respect for different opinions.</p> <p>NC Link</p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered</li> </ul>	<p>Lesson 1 LI: To identify Christmas sounds.</p> <p>Lesson 2 LI: To make Christmas sounds. (Christmas storm circle)</p> <p><b>SMSC LINK</b> <b>Social-</b> Talk partners <b>Cultural -</b> we show respect for different opinions.</p> <p>NC Link</p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered</li> </ul>	

		<p>be answered in different ways</p> <ul style="list-style-type: none"> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> </ul>	<p>in different ways</p> <ul style="list-style-type: none"> <li>observing closely, using simple equipment</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in</li> </ul>	<p>be answered in different ways</p> <ul style="list-style-type: none"> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in</li> </ul>	<p>be answered in different ways</p> <ul style="list-style-type: none"> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> </ul> <p>gathering and recording data to help in</p>	<p>in different ways</p> <ul style="list-style-type: none"> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> </ul> <p>gathering and recording data to help in</p>	<p>in different ways</p> <ul style="list-style-type: none"> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> </ul> <p>gathering and recording data to help in</p>	<p>in different ways</p> <ul style="list-style-type: none"> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> </ul> <p>gathering and recording data to help in</p>
<p><b>History</b></p> <p>Enquiry Question -</p> <p>Why were lighthouses significant?</p>	<p>Lesson 1</p> <p>LI: To locate the seven continents and five oceans on a map of the world.</p> <p><i>Don't think this needs to be included next time – more geography based</i></p> <p>Lesson 2</p> <p>LI: To understand Plymouth's relationship with the sea.</p> <p><b>SMSC Link:</b> Social – talk partners Cultural – We show respect for other's opinions.</p>	<p>Lesson 1</p> <p>LI: To understand dangers to ships at sea.</p> <p>Lesson 2</p> <p>LI: To understand where to locate a lighthouse. (investigation- children use clues to identify a good site on a map and then explain)</p> <p><b>SMSC Link:</b> Social – talk partners</p>	<p>Lesson 1</p> <p>LI: To understand difficulties of constructing an offshore lighthouse. (Eddystone rocks)</p> <p>Lesson 2</p> <p>LI: To understand why being the <i>first</i> offshore lighthouse is significant.</p> <p><b>SMSC Link:</b> Social – talk partners Cultural – We show respect for other's opinions.</p>	<p>Lesson 1</p> <p>LI: To evaluate Winstanley's lighthouse. (Construction, destruction, first ever)</p> <p>Lesson 2</p> <p>LI: To evaluate Rudyard's lighthouse. (construction, destruction and tolls)</p> <p><b>SMSC Link:</b> Social – talk partners</p>	<p>Lesson 1</p> <p>LI: To evaluate the "marvellous ingenuity" of Smeaton's lighthouse.</p> <p>Lesson 2</p> <p>LI: To understand improvements of Douglass' lighthouse.</p> <p><b>SMSC Link:</b> Social – talk partners Cultural – We show respect for other's opinions. Spiritual – generate and explore ideas.</p> <p><b>NC Link:</b></p>	<p>Lesson 1</p> <p>LI: To order lighthouses chronologically and rank them.</p> <p>Lesson 2</p> <p>LI: To explain why lighthouses were significant. (Big write- GD are they <i>still</i> significant)</p> <p><b>SMSC Link:</b> Social – talk partners Cultural – We show respect for other's opinions.</p>	<p>Lesson 1</p> <p>LI: To understand why Smeaton's Tower is on the Hoe.</p> <p>Lesson 2</p> <p>LI: To compare lighthouses around the world.</p> <p><b>SMSC Link:</b> Social – talk partners Cultural – We show respect for other's opinions. Spiritual – generate and explore ideas.</p> <p><b>NC Link:</b> To ask and answer questions.</p>	



		<p><b>Spiritual</b> – generate and explore ideas.</p> <p><b>NC Link:</b> To ask and answer questions. To use parts of stories and other sources to show that they know and understand key features of events. To study events beyond living memory that are significant nationally or globally To study the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><b>Cultural</b> – We show respect for other’s opinions. <b>Spiritual</b> – generate and explore ideas.</p> <p><b>NC Link:</b> To ask and answer questions. To use parts of stories and other sources to show that they know and understand key features of events. To study events beyond living memory that are significant nationally or globally To study the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><b>Spiritual</b> – generate and explore ideas.</p> <p><b>NC Link:</b> To ask and answer questions. To use parts of stories and other sources to show that they know and understand key features of events. To study events beyond living memory that are significant nationally or globally To study the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><b>Cultural</b> – We show respect for other’s opinions. <b>Spiritual</b> – generate and explore ideas.</p> <p><b>NC Link:</b> To ask and answer questions. To use parts of stories and other sources to show that they know and understand key features of events. To study events beyond living memory that are significant nationally or globally To study the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>To ask and answer questions. To use parts of stories and other sources to show that they know and understand key features of events. To study events beyond living memory that are significant nationally or globally To compare aspects of life in different periods.</p>	<p><b>Spiritual</b> – generate and explore ideas.</p> <p><b>NC Link:</b> To ask and answer questions. To use parts of stories and other sources to show that they know and understand key features of events. To study events beyond living memory that are significant nationally or globally To study the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>To use parts of stories and other sources to show that they know and understand key features of events. To study events beyond living memory that are significant nationally or globally To study the lives of significant individuals in the past who have contributed to national and international achievements.</p>
	P.E	<p>Lesson 1 (Hands 1 2021-22) LI: To dribble a ball to keep possession.</p> <p>Lesson 2 (Pathways 1 2021-22) LI: To zig-zag like champion athletes.</p> <p><b>SMSC Link:</b> <b>Social</b> – dance partners <b>Cultural</b> – explore dances from other cultures <b>Spiritual</b> – generating and exploring ideas.</p>	<p>Lesson 1 LI: To pass a ball to keep possession.</p> <p>Lesson 2 LI: To link zig-zag movements using apparatus.</p> <p><b>SMSC Link:</b> <b>Social</b> – dance partners <b>Cultural</b> – explore dances from other cultures <b>Spiritual</b> – generating and exploring ideas.</p> <p><b>NC Link:</b></p>	<p>Lesson 1 LI: To combine dribbling and passing to keep possession.</p> <p>Lesson 2 LI: To link movements on curved pathways.</p> <p><b>SMSC Link:</b> <b>Social</b> – dance partners <b>Cultural</b> – explore dances from other cultures <b>Spiritual</b> – generating and exploring ideas.</p>	<p>Lesson 1 LI: To keep control while dribbling to score points.</p> <p>Lesson 2 LI: To make curved movement pathways on apparatus.</p> <p><b>SMSC Link:</b> <b>Social</b> – team games <b>Cultural</b> – listen to and understand other’s ideas and opinions. <b>Spiritual</b> – generating and exploring ideas. Winning and losing.</p>	<p>Lesson 1 LI: To pass a ball on target to score points.</p> <p>Lesson 2 LI: To create my own sequence of linking movements on a pathway.</p> <p><b>SMSC Link:</b> <b>Social</b> – team games <b>Cultural</b> – listen to and understand other’s ideas and opinions.</p>	<p>Lesson 1 LI: To combine dribbling and passing to score points.</p> <p>Lesson 2 LI: To perform a sequence of movements on a pathway.</p> <p><b>SMSC Link:</b> <b>Social</b> – team games <b>Cultural</b> – listen to and understand other’s ideas and opinions.</p>	<p>Lesson 1 LI: To combine dribbling and passing in a competition. (Extension as Complete PE finishes at Week 6).</p> <p>Lesson 2 LI: To create a Christmas story using linked movements (Extension as Complete PE finishes at Week 6).</p> <p><b>SMSC Link:</b> <b>Social</b> – team games <b>Cultural</b> – listen to and understand</p>

		<p><b>NC Link:</b> To develop balance, agility and co-ordination.</p>	To develop balance, agility and co-ordination.	<p><b>NC Link:</b> To develop balance, agility and co-ordination.</p>	<p><b>NC Link:</b> To master basic movements including throwing and catching. To participate in team games, developing simple techniques for attacking and defending.</p>	<p><b>Spiritual</b> – generating and exploring ideas. Winning and losing.</p> <p><b>NC Link:</b> To master basic movements including throwing and catching. To participate in team games, developing simple techniques for attacking and defending,</p>	<p><b>Spiritual</b> – generating and exploring ideas. Winning and losing.</p> <p><b>NC Link:</b> To participate in Team games. To engage in competitive and co-operative physical activities.</p>	<p><b>other’s ideas and opinions.</b> <b>Spiritual</b> – generating and exploring ideas. Winning and losing.</p> <p><b>NC Link:</b> To participate in Team games. To engage in competitive and co-operative physical activities.</p>
	PSHRE	<p><b>LI: To understand ways that boys and girls are similar, and ways that they are different. (Continuing Celebrating Difference unit).</b> <b>SMSC LINK</b> <b>Social-</b> Talk partners <b>Cultural -</b> we show respect for different opinions. <b>NC Link:</b></p>	<p><b>LI: To understand that bullying can be about difference.</b> <b>SMSC LINK</b> <b>Social-</b> Talk partners <b>Cultural -</b> we show respect for different opinions. <b>NC Link:</b></p>	<p><b>LI: To recognise what is right and wrong and how to look after myself.</b> <b>SMSC LINK</b> <b>Social-</b> Talk partners <b>Cultural -</b> we show respect for different opinions. <b>NC Link:</b></p>	<p><b>LI: To understand that it is okay to be different from other people and be friends with them.</b> <b>SMSC LINK</b> <b>Social-</b> Talk partners <b>Cultural -</b> we show respect for different opinions. <b>NC Link:</b></p>	<p><b>LI: To explain ways that I am different from my friends.</b> <b>SMSC LINK</b> <b>Social-</b> Talk partners <b>Cultural -</b> we show respect for different opinions. <b>NC Link:</b></p>	<p><b>LI: To choose a realistic goal and think about how to achieve it. (Start of new unit- Dreams and Goals).</b> <b>SMSC LINK</b> <b>Social-</b> Talk partners <b>Cultural -</b> we show respect for different opinions. <b>NC Link:</b></p>	<p><b>LI: To understand about perseverance.</b> <b>SMSC LINK</b> <b>Social-</b> Talk partners <b>Cultural -</b> we show respect for different opinions.</p>
	RE Enquiry Question -  Who is a Muslim and what do they believe?	<p><b>LI: To understand the origin of The Qur’an.</b> <b>SMSC Link:</b> <b>Social</b> – talk partners <b>Cultural</b> – We show respect for other’s opinions. <b>Spiritual</b> – generate and explore ideas.</p>	<p><b>LI: To answer our questions about Muslim beliefs by talking to Muslims. (PIETY visit)</b> <b>SMSC Link:</b> <b>Social</b> – talk partners <b>Cultural</b> – We show respect for other’s opinions. <b>Spiritual</b> – generate and explore ideas.</p>	<p><b>LI: To understand what a story tells us about Muhammad (PBUH) (Muhammad and the Black Stone)</b> <b>SMSC Link:</b> <b>Social</b> – talk partners <b>Cultural</b> – We show respect for other’s opinions. <b>Spiritual</b> – generate and explore ideas.</p>	<p><b>LI: To identify objects used by Muslims and their purpose.</b> <b>SMSC Link:</b> <b>Social</b> – talk partners <b>Cultural</b> – We show respect for other’s opinions. <b>Spiritual</b> – generate and explore ideas.</p>	<p><b>LI: To understand the meaning of Ramadan and Eid al-Fitr.</b> <b>SMSC Link:</b> <b>Social</b> – talk partners <b>Cultural</b> – We show respect for other’s opinions. <b>Spiritual</b> – generate and explore ideas.</p>	<p><b>LI: To describe who a Muslim is and what they believe.</b> <b>(Enquiry question)</b> <b>SMSC Link:</b> <b>Social</b> – talk partners <b>Cultural</b> – We show respect for other’s opinions. <b>Spiritual</b> – generate and explore ideas.</p>	<p><b>LI: To explain what the idea of God means to me.</b> <b>SMSC Link:</b> <b>Social</b> – talk partners <b>Cultural</b> – We show respect for other’s opinions. <b>Spiritual</b> – generate and explore ideas.</p>

DT

**LI: To create success criteria to evaluate materials to construct a model lantern room.**  
**(Reach back to materials science, preteach for History dangers at sea and for Week 4 DT)**  
**SMSC Link:**  
**Social – talk partners**  
**Cultural – We show respect for other’s opinions.**

NC Link: 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; 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; evaluate their ideas and products against design criteria

**LI: To read and follow a set of instructions to create a light circuit.**  
**(supporting English-instructions)**  
**SMSC Link:**  
**Social – talk partners**  
**Cultural – We show respect for other’s opinions.**

**NC Link:** explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

**LI: To record and evaluate suitability of materials to construct a model lantern room.**  
**SMSC Link:**  
**Social – talk partners**  
**Cultural – We show respect for other’s opinions.**

**NC link:** 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; 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; evaluate their ideas and products against design criteria

LI: To choose suitable materials (based on their properties) to design a storm-proof lighthouse model.  
**SMSC Link:**  
**Social – talk partners**  
**Cultural – We show respect for other’s opinions.**

NC link: 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; 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; evaluate their ideas and products against design criteria; build structures, exploring how they can be made stronger, stiffer and more stable

**LI: To design and construct a storm-proof lighthouse model.**  
**SMSC Link:**  
**Social – talk partners**  
**Cultural – We show respect for other’s opinions.**

NC link: 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; 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; evaluate their ideas and products against design criteria; build structures, exploring how they can be made stronger, stiffer and more stable

**LI: To improve a storm-proof lighthouse model.**  
**SMSC Link:**  
**Social – talk partners**  
**Cultural – We show respect for other’s opinions.**

NC link: 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; 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; evaluate their ideas and products against design criteria; build structures, exploring how they can be made stronger, stiffer and more stable

**LI: To evaluate a storm-proof lighthouse model.**  
**SMSC Link:**  
**Social – talk partners**  
**Cultural – We show respect for other’s opinions.**

NC link: 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; 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; evaluate their ideas and products against design criteria; build structures, exploring how they can be made stronger, stiffer and more stable

<p>How does music teach us about the past?</p>	<p><b>Music</b></p>	<p><b>LI: To learn to sing “Sparkle in the sun”.</b>  NC links:  use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b>SMSC Link:</b>  <b>Social – talk partners</b>  <b>Cultural – We show respect for other’s opinions.</b>  <b>Spiritual – generate and explore ideas.</b></p>	<p><b>LI: To understand the role of brass bands in the history of trade unions.</b>  NC links:  use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b>SMSC Link:</b>  <b>Social – talk partners</b>  <b>Cultural – We show respect for other’s opinions.</b>  <b>Spiritual – generate and explore ideas.</b></p>	<p><b>LI: To learn to sing “Listen”.</b>  NC links:  use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b>SMSC Link:</b>  <b>Social – talk partners</b>  <b>Cultural – We show respect for other’s opinions.</b>  <b>Spiritual – generate and explore ideas.</b></p>	<p><b>LI: To understand what sea shanties can tell us about the past.</b>  NC links:  use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>SMSC Link:</b>  <b>Social – talk partners</b>  <b>Cultural – We show respect for other’s opinions.</b>  <b>Spiritual – generate and explore ideas.</b></p>	<p><b>LI: To respond to “Fascinating Rhythm”.</b>  NC links:  use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p><b>SMSC Link:</b>  <b>Social – talk partners</b>  <b>Cultural – We show respect for other’s opinions.</b>  <b>Spiritual – generate and explore ideas.</b></p>	<p><b>LI: To play instruments with “The Orchestra Song”.</b>  NC links:  use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music. .</p> <p><b>SMSC Link:</b>  <b>Social – talk partners</b>  <b>Cultural – We show respect for other’s opinions.</b>  <b>Spiritual – generate and explore ideas.</b></p>	<p><b>LI: To enjoy singing Christmas songs.</b>  NC links:  use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p><b>SMSC Link:</b>  <b>Social – talk partners</b>  <b>Cultural – We show respect for other’s opinions.</b>  <b>Spiritual – generate and explore ideas</b></p>
	<p><b>ICT</b></p>	<p><b>LI: To understand how information can be shared.</b>  (Online safety unit)  NC links: use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.  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</p>	<p><b>LI: To send and receive e-mail.</b>  NC links: use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.  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</p>	<p><b>LI: To understand how to leave a responsible digital footprint.</b>  (Build back to PSHRE Term 1- responsibility)  NC links: use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.  Use technology safely and respectfully, keeping personal information private; identify where to go for help and support</p>	<p><b>LI: To create a sequence of sounds using 2Sequence.</b>  (Making music unit)  NC links: use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.  <b>SMSC Link:</b>  <b>Social – talk partners</b>  <b>Cultural – We show respect for other’s opinions.</b>  <b>Spiritual – generate and explore ideas.</b></p>	<p><b>LI: To edit tunes created using 2Sequence.</b>  NC links: use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.  <b>SMSC Link:</b>  <b>Social – talk partners</b>  <b>Cultural – We show respect for other’s opinions.</b>  <b>Spiritual – generate and explore ideas.</b></p>	<p><b>LI: To select and record sounds and sequence them to make a piece of music.</b>  NC links: use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.  <b>SMSC Link:</b>  <b>Social – talk partners</b></p>	<p><b>LI: To record Christmas sounds and sequence them to make a piece of Christmas music.</b>  NC links: use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.  <b>SMSC Link:</b>  <b>Social – talk partners</b>  <b>Cultural – We show respect for other’s opinions.</b></p>

		<p>the internet or other online technologies.</p> <p><b>SMSC Link:</b>  <b>Social</b> – talk partners  <b>Cultural</b> – We show respect for other’s opinions.</p>	<p>the internet or other online technologies.</p> <p><b>SMSC Link:</b>  <b>Social</b> – talk partners  <b>Cultural</b> – We show respect for other’s opinions.</p>	<p>when they have concerns about content or contact on the internet or other online technologies.</p> <p><b>SMSC Link:</b>  <b>Social</b> – talk partners  <b>Cultural</b> – We show respect for other’s opinions.</p>			<p><b>Cultural</b> – We show respect for other’s opinions.  <b>Spiritual</b> – generate and explore ideas.</p>	<p><b>Spiritual</b> – generate and explore ideas.</p>
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