



	AUTUMN		SPRING		SUMMER	
<p><b>Kestrels</b></p>  <p><b>Kites</b></p>  <p><b>Classes Year 1/2</b></p>	<p><u>History-Topic Title:</u></p> <p><b>Queens: Lives and Times</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>To explore what a monarch is, what they wore, ate etc</li> <li>To be history detectives and look for similarities and differences between the Queens</li> <li>To identify where the Queens reined on a timeline based on other events we know about.</li> <li>To understand what life was like for each Queen during the time of their reign</li> <li>To understand that how different ways of communicating have changed through the different generations</li> <li>To talk about how people from Europe were beginning to explore the world and identify that other countries were part of the British empire</li> </ul> <p><b>Big Enquiry Question:</b> Was being Queen the same for Elizabeth I, Victoria and Elizabeth II</p>	<p><u>Geography</u></p> <p><b>The United Kingdom</b></p> <ul style="list-style-type: none"> <li>To identify where Preston Candover is in the world</li> <li>Use world maps, atlases and identify the United Kingdom and it's countries</li> <li>To name and locate the characteristics and cities of the United Kingdom</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul> <p><b>Big Enquiry Question:</b> What makes the United Kingdom united?</p>	<p><u>History Topic Title:</u></p> <p><b>Titanic</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>To recall the key events of the Titanic disaster</li> <li>To explain how international travel meant sailing across oceans, not flying</li> <li>To explain the luxurious features of the Titanic</li> <li>To understand how social class affected the level of facilities on offer</li> <li>To understand the different lifestyles that the passengers may have had</li> <li>To describe the impact of the iceberg, alongside other factors, causing the Titanic to sink</li> <li>To recall reasons why some people were reluctant to abandon ship</li> <li>To explain why the Titanic could be a triumph and a tragedy</li> </ul> <p><b>Big Enquiry Question:</b> Was the Titanic a triumph or a tragedy?</p>	<p><u>Geography Topic Title:</u></p> <p><b>Contrasting place Malaysia (Kota Kinabalu)</b></p> <ul style="list-style-type: none"> <li>Identify the human and physical features of our local area</li> <li>Identify the names of continents and oceans</li> <li>Plan and plot a journey from the UK to Kota Kinabalu on a map</li> <li>Identify human and physical features of Kota Kinabalu</li> <li>Explore the weather and climate in Kota Kinabalu</li> <li>Draw comparisons between Kota Kinabalu and our local area</li> </ul> <p><b>Big enquiry Question:</b> Is Kota Kinabalu is a world away from our local area?</p>	<p><u>History Topic Title:</u></p> <p><b>Local historians – Alresford in WWII</b></p> <ul style="list-style-type: none"> <li>To know when the war started</li> <li>To name some countries and key individuals involved in our local area- Alresford.</li> <li>To recall the key events that happened in Alresford at this time</li> <li>To evaluate and assess the reason, impact and significance of the Battle of Britain</li> <li>To describe different aspects of life on the home front</li> <li>To fully appreciate the significance of entertainment and be able to describe how entertainment changed because of the war</li> <li>To evaluate the importance of commemorative events</li> </ul> <p><b>Big enquiry Question:</b> Would Alresford exist if the Watercress Line was never there?</p>	<p><u>Geography</u></p> <p><b>Brilliant beaches</b></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Identify and describe a beach local to us</li> <li>Describe the human physical features of the beach and what it has to offer</li> <li>Identify the weather and explain whether they would like to visit the beach using evidence form what they have observed and discussed during the term</li> <li>Investigate the location of Weymouth beach · Compare Weymouth, Freshwater in West Wales, Ballycastle Beach Northern Ireland, Portree in Scotland, Copacabana in South America</li> <li>Evaluate our statement we have discussed throughout the topic.</li> </ul> <p><b>Big Enquiry Question:</b> Are all Beaches the same?</p>
	<p><u>Science</u></p> <p><b>Animal Life Cycles</b></p> <p><b>Knowledge Block 1- Animal timelines</b></p> <ul style="list-style-type: none"> <li>Things that are <b>living</b>, move, feed, grow, <b>reproduce</b> and use their senses</li> <li>Animals grow until they reach <b>maturity</b> and then don't grow any larger</li> <li>Animals <b>reproduce</b> when they reach maturity (adulthood)</li> <li>All animals eventually, <b>die</b></li> <li>Different animals live to different ages</li> <li>Different animals reach different sizes before they are able to reproduce</li> <li>Different animals reproduce at different ages</li> <li>Animals, including humans, have <b>offspring</b> which grow into adults</li> <li>Exercise, eating the right amounts of different types of food and <b>hygiene</b> are important to maintain good <b>health</b> and <b>wellbeing</b></li> </ul> <p><b>Knowledge Block 2- How animals get their food</b></p> <ul style="list-style-type: none"> <li><b>Habitats</b> are places where animals and plants live (from Year 1)</li> <li>Animals live in habitats in which they are suited.</li> <li>Different kinds of animals and plants depend on each other within <b>habitat</b>.</li> <li>Animals get their food from plants and other animals. This can be shown in a <b>food chain</b>.</li> <li>A food chain begins with a <b>producer</b>. This is often a green plant because plants can make their own food.</li> </ul> <p>A living thing that eats other plants is called a <b>consumer</b>.</p>	<p><u>Science</u></p> <p><b>Describing Materials</b></p> <p><b>Knowledge Block 1- The big idea about materials</b></p> <ul style="list-style-type: none"> <li>There are many different materials that have different observable <b>properties</b></li> <li>Materials that have similar properties are grouped into <b>metals, rocks, fabrics, wood, plastic and ceramics</b> (including glass).</li> </ul> <p><b>Changing Materials (Buildings and Clothes)</b></p> <p><b>Knowledge Block 1- How materials can change</b></p> <ul style="list-style-type: none"> <li><b>The properties of a material determine whether they are suitable for a purpose.</b></li> <li>Materials can be <b>changed</b> by <b>physical force</b> (twisting, bending, squashing and stretching).</li> </ul> <p>(The purpose of the activities within this learning journey is for children to understand why we choose certain materials to do certain jobs. Children will plan how to test materials (wood, metal, plastic, glass, brick, paper, rock, cardboard) )</p>	<p><u>Science</u></p> <p><b>New Plants</b></p> <p><b>Knowledge Block 1- What flowers are for</b></p> <ul style="list-style-type: none"> <li>All <b>flowering plants</b> make seeds (<b>reproduction</b>) that can grow (<b>germinate</b>) into new plants</li> <li>Plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p><b>Knowledge Block 2- What happens after a plant has produced seeds</b></p> <p>Some plants die after it has produced its seed and sometimes the plant lives for many <b>generations</b> producing seeds each year</p> <p><b>Habitats</b></p> <p><b>Knowledge Block 1- Adapted to survive</b></p> <ul style="list-style-type: none"> <li>There is variation in all living things</li> <li>Animals and plants live in a variety of different places called habitats</li> <li>Animals and plants have adapted to survive in different habitats</li> <li>Wild plants such as ferns, daisies, nettles and dandelions grow randomly.</li> <li>Garden plants such as roses, tulips, poppies, daffodils are planted intentionally.</li> </ul> <p><b>Knowledge Block 2- Plants adaptations for survival</b></p> <ul style="list-style-type: none"> <li>Plants have specific adaptations for survival</li> <li>To survive they need to get water, light, and avoid being eaten</li> </ul>			
	<p><u>Art London</u></p> <p><b>Artist:</b> Sir Christopher Wren</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Study the work of Sir Christopher Wren</li> <li>Experiment with and refine the elements of shape, line and colour</li> <li>Paint a colour mixed horizon</li> <li>Make a polystyrene printing tile</li> <li>Follow the process of printing to create a London Cityscape</li> </ul>	<p><u>Art Titanic Icebergs</u></p> <p><b>Artist:</b> Meg Cororan</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Study the work of Meg Cororan</li> <li>Experiment with and refine the elements of shape and value</li> <li>Make collage pieces by cutting geometric shapes from translucent and opaque materials</li> <li>Follow the process of collage to create a geometric Iceberg collage</li> </ul>	<p><u>Art Sea Creatures</u></p> <p><b>Artist:</b> Anna Wilson, Paul Bokvel Smit</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Study and compare the work of Anna Wilson and Paul Bokvel Smit</li> <li>Experiment with and refine the element of line and texture</li> <li>Experiment with materials to refine sculpting and moulding skills, using tools</li> <li>Learn how to impress and relief</li> </ul>			

<ul style="list-style-type: none"> <li>Reflect on my own work. Compare Sir Christopher Wren and Paul Klee</li> </ul> <p><b>Type of Art Medium:</b> Painting, Printing <b>Art elements:</b> Shape, line, colour</p>		<ul style="list-style-type: none"> <li>Reflect and compare my own work with that of Meg Cororan</li> </ul> <p><b>Type of Art Medium:</b> Collage <b>Art elements:</b> Shape, value</p>		<ul style="list-style-type: none"> <li>Follow the process and techniques to create a textured sea creature plaque</li> <li>Reflect and compare my own work with Anna Wilson and Paul Bokvel Smit</li> </ul> <p><b>Type of Art Medium:</b> Clay sculpture <b>Art elements:</b> Line, texture</p>	
<p>DT : Make a simple fabric bag.</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Explore a variety of fabrics</li> <li>Explore and evaluate a range of existing products in the context of exploring what has been used to make cloth bags.</li> <li>Join fabrics together and attach different materials by sewing.</li> <li>Draw and use a template.</li> <li>Use scissors to cut fabric and thread for different purposes whilst making a product.</li> </ul> <p>Create and follow a design using different tools to make a simple fabric bag.</p>		<p><u>DT: Design and make a fruit dessert fit to serve on the Titanic</u></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>Recognise different food groups.</li> <li>Understand where food comes from and where it is farmed/caught in Europe and the wider world.</li> <li>Consider how to make sustainable food choices.</li> <li>To select appropriate skills and tools to prepare health and balanced food.</li> </ul>		<p><u>DT: Design packaging to carry ice cream cones at the beach.</u></p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>Develop a wide range of art and design techniques</li> <li>Draw from observation</li> <li>Arrange and glue materials to different backgrounds</li> <li>Fold, crumple, tear and overlap papers.</li> <li>Use a range of techniques to strengthen paper/card.</li> <li>Discuss and review final outcome</li> </ul>	
<p><u>COMPUTING</u></p> <p><b>Computing systems and networks – IT around us</b></p> <ul style="list-style-type: none"> <li>Describe some uses of computers</li> <li>Identify that a computer is a part of information technology</li> <li>Open files</li> <li>Move and resize images</li> <li>Recognise that information technology can be connected</li> <li>Know how to use information technology safely and respectfully</li> </ul>		<p><u>COMPUTING</u></p> <p><b>Creating Media- Digital photography</b></p> <ul style="list-style-type: none"> <li>Explain the process of capturing a digital photo</li> <li>Take photos in both landscape and portrait format</li> <li>Explain why a photo looks better in portrait or landscape format</li> <li>Retake photos to improve the image</li> <li>Explore the effect of light on photos</li> <li>Recognise that images can be changed</li> <li>Use tools to achieve desired effect</li> <li>Identify which photos are real and which have been changed</li> </ul>		<p><u>COMPUTING</u></p> <p><b>Creating Media- Digital music</b></p> <ul style="list-style-type: none"> <li>Create a rhythm pattern</li> <li>Use a computer to experiment with pitch and duration</li> <li>Identify that music is a sequence of notes</li> <li>Refine musical patterns on a computer</li> <li>Save work in a file and reopen</li> </ul>	
<p><u>RE</u></p> <p><b>Belonging</b></p> <ul style="list-style-type: none"> <li>To talk about their own response to belonging</li> <li>To identify how their response to the idea of belonging relates to their own lives</li> <li>Simply describe how Christians belong to a church</li> <li>Describe in simple terms why Christians value the sense of belonging that Christians feel within the church</li> </ul>		<p><u>RE</u></p> <p><b>Light as a Symbol</b></p> <ul style="list-style-type: none"> <li>Describe in simple terms responses to candle flame</li> <li>Identify how candle flame relates to our own lives and others</li> <li>Describe in simple terms a candle flame as a reminder of important people or events</li> <li>Discuss ways in which these candle flames are used at Hanukkah and Advent</li> <li>Talk about the importance of candle flames to those who are religious by discussing it with others</li> </ul>		<p><u>RE</u></p> <p><b>Change</b></p> <ul style="list-style-type: none"> <li>Describe in simple terms different types of change in our experience</li> <li>Identify how our responses to change affect our lives and others</li> <li>Identify and talk about the meaning of change and different types of change</li> <li>Recognise that Christians believe that Jesus changes some people's lives</li> <li>Talk about why the idea of Jesus being able to change people is important to Christians and identify any issues raised</li> </ul>	
<p><u>RE</u></p> <p><b>Remembering</b></p> <ul style="list-style-type: none"> <li>Describe in simple terms what remembering means</li> <li>Describe ways in which Jews remember the Passover story</li> <li>Describe in simple terms something of the value and importance of remembering Passover for Jews</li> <li>Recognise how their responses to remembering can relate to their own and others' lives.</li> </ul>		<p><u>RE</u></p> <p><b>Creation</b></p> <ul style="list-style-type: none"> <li>Identify and talk about the concept of creation</li> <li>Describe the Christian and Hindu creation stories</li> <li>Look at why Christians and Hindus value these stories</li> <li>Describe our response to creation</li> <li>Identify simple examples of how our response to creation relates to our own and others' lives</li> </ul>		<p><u>RE</u></p> <p><b>God</b></p> <ul style="list-style-type: none"> <li>Describe in simple terms their response to the concept of <i>God</i></li> <li>Identify simple examples of when they and others think about <i>God</i></li> <li>Identify and talk about the concept of <i>God</i></li> <li>Simply describe ways in which the concept of <i>God</i> is expressed in Christianity and Hinduism</li> <li>Evaluate the concepts by describing in simple terms the value of <i>God</i> to Christians and Hindus.</li> </ul>	
<p><u>French</u></p> <p><b>Greetings and Family</b></p> <ul style="list-style-type: none"> <li>To locate France on a map and talk about its landmarks</li> <li>To revise how to greet each other</li> <li>To Begin to use basic greetings to hold a short conversation</li> <li>To identify the names of family members and able to answer how many brothers and sisters they have.</li> <li>To identify Christmas traditions in France</li> </ul>		<p><u>French</u></p> <p><b>Animals</b></p> <ul style="list-style-type: none"> <li>To Identify the names of different farm animals</li> <li>To join in with words of simple songs and rhymes</li> <li>To identify animal sounds and compare to English</li> <li>To use the sentence starter il y a... to describe what animals are on the farm.</li> </ul>		<p><u>French</u></p> <p><b>Body parts and colours</b></p> <ul style="list-style-type: none"> <li>To identify the names of the main body parts</li> <li>To begin to recognise and read the names of body parts</li> <li>To revise colours and answer simple question what their favourite colour is</li> <li>To describe body parts with colours</li> </ul>	

<p><u>P.E</u></p> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Can make their body tense, relaxed, curled and stretched.</li> <li>• Can control their body when travelling and balancing.</li> <li>• Can climb safely.</li> <li>• Can balance on different body parts</li> <li>• Can plan and show a short sequence of linked movements.</li> <li>• Can work with a group to get equipment out safely</li> <li>• Can jump and land safely</li> </ul> <p><b>Multi-skills</b></p> <p><b>Throwing and Catching skills</b></p> <ul style="list-style-type: none"> <li>• Travel changing direction and speed</li> <li>• Show an awareness of space in a game</li> <li>• Develop control when travelling with a ball</li> <li>• Can throw and catch in different ways</li> <li>• Can follow rules within a game</li> <li>• Can send and receive within a small game</li> </ul>	<p><u>P.E</u></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Can copy, remember and repeat dance moves.</li> <li>• Can link movements together to make up a short dance with a clear beginning, middle and end.</li> <li>• Can dance imaginatively to communicate different moods/feelings.</li> <li>• Can change rhythm, speed, level and direction</li> </ul> <p><b>Multi-skills</b></p> <p><b>Throwing and Catching Games</b></p> <ul style="list-style-type: none"> <li>• To travel and control a ball in a game</li> <li>• Be aware of and use the space when passing and receiving in a game</li> <li>• Develop throwing and catching techniques in a game</li> <li>• To use attacking and defending skills in a game</li> <li>• Know how to follow rules in a game</li> </ul>	<p><u>P.E</u></p> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Can plan and show a short sequence of linked movements.</li> <li>• Can use contrast in sequences- e.g. of direction, speed, level.</li> <li>• Can show increasing control in movements</li> <li>• Can think of more than one way to create a sequence, which follows a set of 'rules'.</li> <li>• Can work independently, with a partner and in a small group to create a short sequence of linked actions that show a clear beginning, middle and end.</li> </ul> <p><b>Multi-skills</b></p> <p><b>Bat and Ball</b></p> <ul style="list-style-type: none"> <li>• Hold a racket correctly and use it to hit a ball</li> <li>• Hit a ball which has been thrown under arm</li> <li>• Develop simple tactics - space</li> <li>• Hold a cricket bat correctly and use it to hit a ball</li> <li>• Use a bat or racket to hit a ball at a target</li> <li>• Combine skills to play a competitive game</li> </ul>	<p><u>P.E</u></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Can change rhythm, speed, level and direction.</li> <li>• Can dance with control and co-ordination.</li> <li>• Can make a sequence by linking several movements together with control and co-ordination.</li> <li>• Can link some movement to show moods or feelings</li> <li>• Can work alone and with a partner to create different dance patterns</li> </ul> <p><b>Multi-skills</b></p> <p><b>Pitching and Fielding</b></p> <ul style="list-style-type: none"> <li>• Know how to roll and stop a ball</li> <li>• Be able to bounce a ball with control whilst moving</li> <li>• Throw, catch and bounce a ball with increasing accuracy</li> <li>• Learn how to pitch underarm</li> <li>• Apply taught skills in a game</li> </ul>	<p><u>P.E</u></p> <p><b>Athletics - Olympics</b></p> <ul style="list-style-type: none"> <li>• Understand and demonstrate the Olympic values</li> <li>• Work independently and collaboratively in different athletic events</li> <li>• Develop running skills and apply in races</li> <li>• Develop jumping skills and apply in a long jump event</li> <li>• Develop throwing skills and apply in a variety of throwing events</li> </ul> <p><b>Multi-skills</b></p> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Use one tactic in a game</li> <li>• Follow rules within a game</li> <li>• Show control when changing direction and speed</li> <li>• Show an awareness of space in a game, can decide where the best place to be is during a game</li> <li>• Can stay in a 'zone' during a game</li> <li>• Can send and receive with increasing accuracy within a game</li> </ul>	
<p><u>Citizenship/ PSHE:</u></p> <p><b>What makes a good friend?</b></p> <ul style="list-style-type: none"> <li>• To understand how to make friends with others</li> <li>• To recognise the ways in which they are the same and different to others</li> <li>• To recognise when they feel lonely and what they could do about it</li> <li>• To recognise how people behave when they are being friendly and what makes a good friend</li> <li>• To resolve arguments that can occur in friendships</li> <li>• To ask for help if a friendship is making them unhappy</li> </ul>	<p><u>Citizenship/ PSHE:</u></p> <p><b>What is bullying?</b></p> <ul style="list-style-type: none"> <li>• To understand how words and actions can affect how people feel</li> <li>• To know how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>• To understand why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>• To know how to respond if this happens in different situations</li> <li>• To know how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>	<p><u>Citizenship/ PSHE:</u></p> <p><b>How do we recognise our feelings?</b></p> <ul style="list-style-type: none"> <li>• To recognise, name and describe a range of feelings</li> <li>• To understand what helps them to feel good, or better if not feeling good</li> <li>• To recognise how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>• To understand how feelings can affect people in their bodies and their Behaviour</li> <li>• To identify ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> <li>• To recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>	<p><u>Citizenship/ PSHE:</u></p> <p><b>What helps us stay safe?</b></p> <ul style="list-style-type: none"> <li>• To understand how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>• To identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</li> <li>• To understand how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>• To recognise how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>• To know how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> </ul>	<p><u>Citizenship/ PSHE:</u></p> <p><b>What can help us grow and stay healthy?</b></p> <ul style="list-style-type: none"> <li>• To identify different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> <li>• To understand that eating and drinking too much sugar can affect their health, including dental health</li> <li>• To recognise ways to be physically active and how much rest and sleep they should have everyday</li> <li>• To know that there are different ways to learn and play</li> <li>• To know when to take a break from screen-time</li> <li>• To explain how sunshine helps bodies to grow and how to keep safe and well in the sun</li> </ul>	<p><u>Citizenship/ PSHE:</u></p> <p><b>How can we look after each other and the world?</b></p> <ul style="list-style-type: none"> <li>• To know how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>• To identify the responsibilities they have in and out of the classroom</li> <li>• To understand how people and animals need to be looked after and cared for</li> <li>• To identify what can harm the local and global environment; how they and others can help care for it</li> <li>• To explain how people grow and change and how people's needs change as they grow from young to old</li> <li>• To understand how to manage change when moving to a new class/year group</li> </ul>
<p><u>Music-</u></p> <p><b>Celebrating south African music</b></p> <ul style="list-style-type: none"> <li>• To know five songs off by heart.</li> </ul>	<p><u>Music</u></p> <p><b>Christmas song - Ho Ho Ho</b></p>	<p><u>Music</u></p> <p><b>Rock music</b></p> <ul style="list-style-type: none"> <li>• To know five songs off by heart.</li> </ul>	<p><u>Music</u></p> <p><b>Reggae music</b></p>	<p><u>Music-</u></p> <p><b>Music centred on friendship</b></p>	<p><u>Music-</u></p> <p><b>Reflecting, rewinding and replaying</b></p>

	<ul style="list-style-type: none"> <li>• To know some songs have a chorus or a response/answer part.</li> <li>• To know that songs have a musical style.</li> <li>• Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>• Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</li> <li>• Take it in turns to improvise using C or C and D.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that music has a steady pulse, like a heartbeat.</li> <li>• To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• Rhythms are different from the steady pulse.</li> <li>• We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• To know some songs have a chorus or a response/answer part.</li> <li>• To know that songs have a musical style.</li> <li>• Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>• Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</li> <li>• Take it in turns to improvise using C or C and D.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that music has a steady pulse, like a heartbeat.</li> <li>• To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• Rhythms are different from the steady pulse.</li> <li>• We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• To know five songs off by heart.</li> <li>• To know some songs have a chorus or a response/answer part.</li> <li>• To know that songs have a musical style.</li> <li>• Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>• Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</li> <li>• Take it in turns to improvise using C or C and D.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that music has a steady pulse, like a heartbeat.</li> <li>• To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>• Rhythms are different from the steady pulse.</li> <li>• We add high and low sounds, pitch, when we sing and play our instruments.</li> </ul>
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