

KS1 Curriculum Coverage Map:

Years 1&2						
	Term 1		Term 2		Term 3	
	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
Core Texts	<p style="text-align: center;">Fairy Tales</p> <p>Jack and the Beanstalk The Three Little Pigs Cinderella The Little Mermaid Aladdin Pinocchio Elves and the Shoemaker</p>	<p style="text-align: center;">Witches and wizards</p> <p>Winnie the Witch The Curious Little Witch Up and Away with the Little Witch A Very Brave Witch Room on the Broom The Wizard of Oz</p>	<p style="text-align: center;">Superheros</p> <p>Superkid Super Daisy SuperTato Traction man Super pig Non fiction hero books</p>	<p style="text-align: center;">Rainforests</p> <p>The Great Kapok Tree Pongo Rainforest Adventure The Rainforest Grew All Around Rainforests-non-fiction texts</p>	<p style="text-align: center;">The Great fire of London</p> <p>Fire cat Toby and the Great Fire of London The Great Fire of London (a range of non-fiction books)</p>	<p style="text-align: center;">Space</p> <p>Whatever next! Beegu The Way Back Home Q Pootle 5 The Darkest Dark Toys in Space</p>
History			<p>*The lives of significant individuals in the past who have contributed to national/ international achievement.</p>		<p>*Significant historical events in their own Locality *Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<p>*Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>
Geography	<p>*Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas *Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>*Use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map</p>	<p>*Understand geographical similarities and differences through the study of human and physical geography of: A small area of a contrasting non-European country (St Lucia/India/ Australia)</p>	<p>*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</p> <p>*Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>		
Science	<p style="text-align: center;">Year 1 Seasons- 1 lesson</p> <p>*Pupils should observe changes across the four seasons. *Pupils should observe and describe weather associated with the seasons and how day length varies.</p> <p style="text-align: center;">Materials</p> <p>*To know the difference between an object and the material from which it is made. *Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>*Describe the simple physical properties of a variety of everyday materials. *Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p style="text-align: center;">Year 2</p> <p>*To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. *Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard.</p>		<p style="text-align: center;">Year 1 Animals including Humans</p> <p>*Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals, describing and comparing them using their structures e.g. wings, gills, etc</p> <p>* Recognise that animals, including humans, have offspring which grow into adults *Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>* Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p style="text-align: center;">Year 2</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>		<p style="text-align: center;">Year 1 Seasons - 1 lesson</p> <p>*Pupils should observe changes across the four seasons . * Pupils should observe and describe weather associated with the seasons and how day length varies.</p> <p style="text-align: center;">Animals including humans</p> <p>*Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals, describing and comparing them using their structures e.g. wings, gills, etc * Recognise that animals, including humans, have offspring which grow into adults *Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>* Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p style="text-align: center;">Year 2</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	

<p>Design Technology</p>	<p>Year 1- Wheels and Axels- create a fairytale carriage</p> <ul style="list-style-type: none"> *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 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 *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria *Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Year 2- Wheels and Axels- create a fairground wheel</p> <ul style="list-style-type: none"> *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 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 characteristic *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria *Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Build structures, exploring how they can be made stronger, stiffer and more stable 	<p>Year 1- Fruit and Vegetables- Spooky snack</p> <ul style="list-style-type: none"> *Use basic principles of a healthy and varied diet to prepare dishes *Understand where food comes from *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 <p>Year 2- Food- spooky wrap</p> <ul style="list-style-type: none"> *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 *Use basic principles of a healthy and varied diet to prepare dishes *Understand where food comes from 	<p>Year 1- Fruit and Vegetables- Super smoothie</p> <ul style="list-style-type: none"> *Use basic principles of a healthy and varied diet to prepare dishes *Understand where food comes from *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 <p>Year 2- Food balanced diet- Superhero wrap</p> <ul style="list-style-type: none"> *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 *Use basic principles of a healthy and varied diet to prepare dishes *Understand where food comes from 	<p>Year 1- Puppets- Rainforest Animals</p> <ul style="list-style-type: none"> *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 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 *Evaluate their ideas and products against design criteria <p>Year 2- Sewing- Rainforest animal</p> <ul style="list-style-type: none"> *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 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 characteristic *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria 	<p>Year 1- Structures- Make a tudor house</p> <ul style="list-style-type: none"> *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 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 *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria *Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. *Build structures, exploring how they can be made stronger, stiffer and more stable <p>Year 2- Structures- Make a tudor house</p> <ul style="list-style-type: none"> *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 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 characteristic *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>Year 1- Mechanism- sliders- Moving space picture.</p> <ul style="list-style-type: none"> *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 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 *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria *Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Year 2- Mechanisms- moving space picture.</p> <ul style="list-style-type: none"> *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 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 characteristic *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria *Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
<p>Art and</p>	<p>Year 1 Drawing-make your mark</p>	<p>Year 1 Drawing-make your mark</p>	<p>Year 1 Craft and design embellishments.</p>	<p>Year 1 Sculpture and 3D: paper play</p>		

<p>Design</p>	<p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>*To learn 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</p> <p>Year 2 Drawing: Tell a story</p> <p>*To use a range of materials creatively to design and make products</p> <p>*To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>*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</p>	<p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>*To learn 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</p> <p>Year 2 Drawing: Tell a story</p> <p>*To use a range of materials creatively to design and make products</p> <p>*To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>*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</p>	<p>*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>*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.</p> <p>Year 2 Craft and Design: Map it out</p> <p>*To use a range of materials creatively to design and make products</p> <p>*To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>*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</p>	<p>*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>*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.</p> <p>Year 2 Painting and mixed media:Life in colour</p> <p>*To use a range of materials creatively to design and make products</p> <p>*To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>*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</p>	<p>Year 2 Sculpture and 3D: Clay houses</p> <p>*To use a range of materials creatively to design and make products</p> <p>*To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>*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</p>	
<p>Computing</p>	<p>Year 1: Computing systems and networks: Improving mouse skills</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school</p> <p>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</p> <p>Online safety: Year 1</p> <p>Recognise common uses of information technology beyond school</p> <p>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</p>		<p>Programming 1: Algorithms unplugged</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Online safety: Year 1</p> <p>Recognise common uses of information technology beyond school</p> <p>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</p>		<p>Skills showcase: Rocket to the moon</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Online safety: Year 1</p> <p>Recognise common uses of information technology beyond school</p> <p>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</p>	
	<p>Computing systems and networks 1: What is a computer?</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Recognise common uses of information technology beyond school</p> <p>Online safety: Year 2</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private; identify</p>		<p>Programming 1: Algorithms and debugging</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Online safety: Year 2</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p>		<p>Computing systems and networks 2: Word processing</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>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</p> <p>Online safety: Year 2</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p>	

	where to go for help and support when they have concerns about content or contact on the internet or other online technologies		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 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	
PSHE/RSE	<p>Year 1: Being me in my world</p> <p>I understand the rights and responsibilities as a member of my class I understand the rights and responsibilities for being a member of my class I know my views are valued and can contribute to the Learning Charter I can recognise the choices I make and understand the consequences I understand my rights and responsibilities within our Learning Charter</p>		<p>Year 1: Celebrating difference</p> <p>I can identify similarities between people in my class I can identify differences between people in my class I can tell you what bullying is I know some people who I could talk to if I was feeling unhappy or being bullied I know how to make new friends I can tell you some ways I am different from my friends</p>		<p>Year 1: Dreams and goals</p> <p>I can set simple goals I can set a goal and work out how to achieve it I understand how to work well with a partner I can tackle a new challenge and understand this might stretch my learning I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p>	
	<p>Year 2: Being me in my world</p> <p>I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal I understand the rights and responsibilities for being a member of my class and school I understand the rights and responsibilities for being a member of my class I can listen to other people and contribute my own ideas about rewards and consequence I understand how following the Learning Charter will help me and others learn I can recognise the choices I make and understand the consequence</p>		<p>Year 2: Celebrating difference</p> <p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I understand that bullying is sometimes about difference I can recognise what is right and wrong and know how to look after myself I understand that it is OK to be different from other people and to be friends with them I can tell you some ways I am different from my friends</p>		<p>Year 2: Dreams and goals</p> <p>I can choose a realistic goal and think about how to achieve it I carry on trying (persevering) even when I find things difficult I can recognise who I work well with and who it is more difficult for me to work with I can work well in a group I can tell you some ways I worked well with my group I know how to share success with other people</p>	
P.E.	<p>Fundamental Movement Skills</p> <p>Coordination: Footwork Static Balance: 1 Leg</p> <p>Personal</p> <ul style="list-style-type: none"> I try several times if at first I don't succeed and I ask for help when appropriate I can follow instructions, practise safely and work on simple tasks by myself I enjoy working on simple tasks with help <p>Dance</p>		<p>Fundamental Movement Skills</p> <p>Dynamic Balance to Agility: Jumping and landing Static Balance: Seated</p> <p>Social</p> <ul style="list-style-type: none"> I can help praise and encourage others in their learning. I can work sensibly with others, taking turns and sharing I can play with others and take turns and share with help <p>Gymnastics</p>		<p>Fundamental Movement Skills</p> <p>Dynamic Balance: On a Line Static balance: Stance</p> <p>Cognitive</p> <ul style="list-style-type: none"> I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance I can understand and follow simple rules and can name some things I am good at. I can follow simple instructions <p>Dance</p>	
Music	<p>Year 1: Timbre and rhythmic patterns</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Chant the well-known phrase, "I'll huff..." Make changes to their voices to represent a character. Choose a suitable sound to represent a specific point in a story. Play a rhythmic pattern along with their spoken words. Identify and hold up the correct sign to correspond to some music. Play/chant along with the 	<p>Year 1: Pulse and Rhythm</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Clap the rhythm of their name. Clap in time to music. Sing the overall shape of a melody. Play in time to music. Copy and create rhythms based on word patterns. Play on the pulse. <p><i>Year 1 will use Boomwhackers and handbells where they are able to throughout the year.</i></p>	<p>Year 1: Pitch and tempo</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Explain what pitch means. Identify whether a note is higher or lower. Create a pattern using two pitches, then play or sing it. Explain what tempo means. Identify simple tempo changes in music. Perform a pattern that gradually gets faster (accelerando). Contribute to a group composition and performance by creating, selecting, combining and 	<p>Year 1: Classical Music, dynamics and tempo</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Observe others and try to play appropriately. Sing in time from memory, with some accuracy. Play either a call and/or a response role in time with another pupil. Keep a steady pulse. Improvise, using their instrument, to a given stimulus. <p><i>Year 1 will use Boomwhackers and handbells where they are able to throughout the year.</i></p>	<p>Year 1: Pulse and Rhythm</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Clap the rhythm of their name. Clap in time to music. Sing the overall shape of a melody. Play in time to music. Copy and create rhythms based on word patterns. Play on the pulse. <p><i>Year 1 will use Boomwhackers and handbells where they are able to throughout the year.</i></p>	<p>Year 1: Pitch and tempo</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Explain what pitch means. Identify whether a note is higher or lower. Create a pattern using two pitches, then play or sing it. Explain what tempo means. Identify simple tempo changes in music. Perform a pattern that gradually gets faster (accelerando). Contribute to a group composition and performance by creating, selecting, combining and performing sounds. Suggest improvements to their

	<p>elements of a story with prompting from the teacher.</p> <p>Year 1 will use Boomwhackers and handbells where they are able to throughout the year.</p>		<p>performing sounds.</p> <ul style="list-style-type: none"> Suggest improvements to their work. <p>Year 1 will use Boomwhackers and handbells where they are able to throughout the year.</p>			<p>work.</p> <p>Year 1 will use Boomwhackers and handbells where they are able to throughout the year.</p>
	<p>Year 2: Orchestral instruments</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Make plausible descriptions of the music. Identify a few instruments and the sounds of different sections of the orchestra. Explain what is happening in the music using language relating to emotion. Create a piece of music with some appropriate tempo, dynamic and timbre changes. Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. Perform confidently using appropriate instrumental sounds. <p>Year 2 will use Boomwhackers and handbells where they are able to throughout the year.</p>	<p>Year 2: Musical me</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Clap the rhythm of their name. Sing the melody accurately while playing their instrument in time. Show a range of emotions using their voices. Describe the dynamics and timbre of their pieces. Play a known melody from letter notation in the right order, if not with the right rhythms. Play a new melody from letter notation in the right order, if not in time. Invent a melody, write it down and play it back. Select instruments with different timbres. Compose and perform a piece using different dynamic levels. <p>Year 2 will use Boomwhackers and handbells where they are able to throughout the year.</p>	<p>Year 2: Myths and Legends</p> <ul style="list-style-type: none"> Create rhythms and arrange them in a particular order or structure. Identify the structure of a piece of music and write it down. Describe whether a musical texture is thick or thin. Explore ways of writing down different textural layers. Follow a given structure for a composition. Write a structure score accurately. Compose music with several layers. Perform their composition accurately, following the structure score. <p>Year 2 will use Boomwhackers and handbells where they are able to throughout the year.</p>	<p>Year 2: Orchestral instruments</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Make plausible descriptions of the music. Identify a few instruments and the sounds of different sections of the orchestra. Explain what is happening in the music using language relating to emotion. Create a piece of music with some appropriate tempo, dynamic and timbre changes. Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. Perform confidently using appropriate instrumental sounds. <p>Year 2 will use Boomwhackers and handbells where they are able to throughout the year.</p>	<p>Year 2: On the Island British songs and sounds</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Sing, play and follow instructions to perform as a group. Describe music using simple musical vocabulary. Explore multiple ways of making the same sound. Represent the same sound in different ways. Describe how they have adapted a sound using musical vocabulary. Contribute musically to a final performance. Create a piece that clearly represents a particular environment. Extend a piece of music so that it represents three distinct environments. <p>Year 2 will use Boomwhackers and handbells where they are able to throughout the year.</p>	<p>Year 2: Dynamics, timbre, tempo and motifs</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Use their voice to create a variety of sounds. Use dynamics to create an atmosphere. Correctly identify some instruments and changes in dynamics in a piece. Explain how the same instrument can have many different sounds. Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre. Successfully create and play a motif. Notate and write down their motif in some form. <p>Year 2 will use Boomwhackers and handbells where they are able to throughout the year.</p>

Years 1&2		
Term 4	Term 5	Term 6

	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
Core Texts	<p>Dinosaurs Dinosaurs Love Underpants Dear Dinosaur Bumpus Jumpus Dinosaurrumpus The dinosaur that Pooped a Planet Dinosaurs-non-fiction texts</p>	<p>Victorians Lost in the Toy Museum Florence Nightingale You Wouldn't Want to be a Victorian Schoolchild Oliver Twist The Toy Maker</p>	<p>Amazing animals The Disgusting Sandwich Superworm I'm the Happiest The Lighthouse Keeper Meerkat Mail The Owl That's Afraid of the Dark</p>	<p>In the garden The Secret Garden Superworm Mad About Minibeasts Dandelions Aaarrggghh Spider! What the Ladybird Heard</p>	<p>Under the sea The Singing Mermaid The Snail and the Whale Sharing a Shell Tiddler Storm Whale Under the Sea Poems</p>	<p>Pirates The Night Pirates Pirates Love Underpants Pirate Stew The Pirates Next Door Treasure island The Two Stubborn Pirates</p>
History		*Significant historical events, people and places in their own locality				*Significant historical events, people and places in their own locality
Geography			*Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	*Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	*Name and locate the world's seven continents and five oceans *Weather: identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles	
Science	<p>Year 2- Living things and their habitats 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</p>		<p>Year 1 Seasons- 1 lesson *Pupils should observe changes across the four seasons. *Pupils should observe and describe weather associated with the seasons and how day length varies.</p>		<p>Year 1 Plants Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Year 2 Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	
Design Technology	<p>Year 1- Mechanisms-sliders- moving dino picture *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 range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] *Select from and use a wide range of</p>	<p>Year 1- Wheels and Axles- Make a moving cart *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 range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] *Select from and use a wide range of</p>	<p>Year 1- Puppets- Animals *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 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</p>	<p>Year 1- Structures- creating a windmill (discrete) *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 range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] *Select from and use a wide range of</p>		

	<p>materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria *Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Year 2- Mechanisms-moving parts dinosaur</p> <ul style="list-style-type: none"> *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 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 characteristic *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria *Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<p>materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria *Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Year 2- Wheels and axles- make a moving cart.</p> <ul style="list-style-type: none"> *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 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 characteristic *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria *Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Build structures, exploring how they can be made stronger, stiffer and more stable 	<p>construction materials, textiles and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> *Evaluate their ideas and products against design criteria <p>Year 2- Sewing- Kangaroo pouch</p> <ul style="list-style-type: none"> *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 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 characteristic *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria 	<p>materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria *Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. *Build structures, exploring how they can be made stronger, stiffer and more stable <p>Year 2- Structures- creating a fairground wheel (discrete)</p> <ul style="list-style-type: none"> *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 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 characteristic *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 		
Art and Design			<p>Year 1 Sculpture and 3D: paper play</p> <ul style="list-style-type: none"> *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 *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. 	<p>Year 1 Painting and mixed media: colour splash</p> <ul style="list-style-type: none"> *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 *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. <p>Year 2 Sculpture and clay houses</p>	<p>Year 1 Painting and mixed media: colour splash</p> <ul style="list-style-type: none"> *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 *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. <p>Year 2 Painting and mixed media</p>	<p>Year 1 Craft and design embellishments.</p> <ul style="list-style-type: none"> *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 *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. <p>Year 2 Craft and design: Map it out</p> <ul style="list-style-type: none"> *To use a range of materials creatively to

			<p>*To use a range of materials creatively to design and make products</p> <p>*To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>*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</p>	<p>*To use a range of materials creatively to design and make products</p> <p>*To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>*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</p>	<p>design and make products</p> <p>*To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>*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</p>
Computing	<p>Year 1: Programming 2: Bee bots</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Online safety: Year 1</p> <p>Recognise common uses of information technology beyond school</p> <p>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</p>	<p>Year 1: Creating media- digital imagery</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>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</p> <p>Online safety: Year 1</p> <p>Recognise common uses of information technology beyond school</p> <p>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</p>	<p>Year 1 Data handling introduction to data</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>Online safety: Year 1</p> <p>Recognise common uses of information technology beyond school</p> <p>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</p>		
	<p>Year 2: Programming 2 Scratch jnr</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Online safety: Year 2</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>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</p>	<p>Year 2: Creating media Stop motion</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>Online safety: Year 2</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>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</p>	<p>Year 2: Data handling international space station</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Online safety: Year 2</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>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</p>		
PSHE/RSE	<p>Year 1: Healthy Me</p> <p>I understand what it means to be healthy and unhealthy, and know some ways to keep myself healthy.</p> <p>I know how to make healthy lifestyle choices.</p> <p>I know how to keep myself clean and healthy and understand how germs cause disease/illness.</p> <p>I know that all household products including medicine can be harmful if not used properly</p> <p>I understand that medicine can help me if I feel poorly and I know how to use them safely</p> <p>I know how to keep safe when crossing the road and know people who can help keep me safe</p>	<p>Year 1: Relationships</p> <p>I can identify the members of my family and understand that there are lots of different types of families.</p> <p>I can identify what being a good friend means to me.</p> <p>I know appropriate ways of physical contact to greet my friends and know which way I prefer.</p> <p>I know who can help me in my school community</p> <p>I can recognise my qualities as a person and as a friend</p> <p>I can tell you why I appreciate someone who is special to me</p>	<p>Year 1: Changing me</p> <p>I am starting to understand the life cycles of humans and animals</p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same</p> <p>I can tell you how my body has changed since I was a baby</p> <p>I can identify parts of the body that make boys different to girls and can use the correct names for these; penis, vagina, testicals, vulva, anus</p> <p>I understand that every time I learn something new I change a little bit.</p> <p>I can tell you about changes that have happened in my life.</p>		

	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.						
	<p align="center">Year 2: Healthy Me</p> <p>I know what I need to keep my body healthy I can show or tell you what relaxed means and I know some things that make me feel relaxed and some things that make me feel stressed I know how medicines work in my body and how important it is to use them safely I can sort foods into the correct food groups and know which foods my body needs everyday to keep me healthy I can make some healthy snacks and explain why they are good for my body I can decide which foods to eat to give my body energy</p>		<p align="center">Year 2: Relationships</p> <p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I can identify some things that can cause conflict with my friends. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret I can recognise and appreciate people who can help me in my family, my school and my community. I can express my appreciation for the people in my special relationships.</p>		<p align="center">Year 2: Changing me</p> <p>I can recognise cycles of life in nature I can tell you about the natural process of growing from young to old and understand that this is not in my control I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I can recognise the physical differences between boys and girls, use the correct names for the body parts (vulva, vagina, penis, testicals, anus) and appreciate that some parts of my body are private I understand that there are different types of touch and can tell you which ones I like and dislike I can identify what I am looking forward to when I move to my next class</p>		
P.E.	<p align="center">Fundamental Movement Skills</p> <p align="center">Coordination: ball skills Counter Balance: With a Partner</p> <p align="center">Creative</p> <p>* I can begin to compare my movements and skills with those of others. * I can select and link movements together to fit a theme * I can explore and describe different movements * I can observe and copy others</p> <p align="center">Gymnastics</p>		<p align="center">Fundamental Movement Skills</p> <p align="center">Coordination: Sending and receiving Static Balance: Floor Work</p> <p align="center">Applying physical</p> <p>*I can perform a range of skills with some control and consistency. *I can perform a sequence of movements with some changes in level, direction or speed. * I can perform a single skill or movement with some control. * I can perform a small range of skills and link two movements together. *I can move confidently in different ways</p> <p align="center">Team Games</p>		<p align="center">Fundamental Movement Skills</p> <p align="center">Agility: Ball Chasing Static Balance: Floor work</p> <p align="center">Health and fitness</p> <p>*I can say how my body feels before, during and after exercise. *I use equipment appropriately and move and land safely *I am aware of why exercise is important for good health *I am aware of the changes to the way I feel when I exercise</p> <p align="center">Athletics</p>		
Music	<p align="center">Year 1: Vocal and body sounds</p> <p>Create movements that match the music, explaining why they are moving in that way.</p> <ul style="list-style-type: none"> Identify descriptive sounds within the music. Recreate and then adapt descriptive sounds heard using their voice or body. Make appropriate instrument choices to represent a descriptive sound. Control instruments and voices to make both quiet and loud sounds. Follow simple instructions during a group performance. Create their own graphic score and play from it. 	<p align="center">Year 1: Vocal and body sounds</p> <p>Create movements that match the music, explaining why they are moving in that way.</p> <ul style="list-style-type: none"> Identify descriptive sounds within the music. Recreate and then adapt descriptive sounds heard using their voice or body. Make appropriate instrument choices to represent a descriptive sound. Control instruments and voices to make both quiet and loud sounds. Follow simple instructions during a group performance. Create their own graphic score and play from it. 	<p align="center">Year 1: Classical Music, dynamics and tempo</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Observe others and try to play appropriately. Sing in time from memory, with some accuracy. Play either a call and/or a response role in time with another pupil. Keep a steady pulse. Improvise, using their instrument, to a given stimulus. <p align="center">Year 1 will use Boomwhackers and handbells where they are able to throughout the year.</p>	<p align="center">Year 1: Timbre and rhythmic patterns</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Chant the well-known phrase, "I'll huff..." Make changes to their voices to represent a character. Choose a suitable sound to represent a specific point in a story. Play a rhythmic pattern along with their spoken words. Identify and hold up the correct sign to correspond to some music. Play/chant along with the elements of a story with prompting from the teacher. 	<p align="center">Year 1: Musical vocabulary</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Make movements that are appropriate to the pulse and tempo of a piece of music. Choose instruments with appropriate timbre to represent sparkling fishes. Respond to dynamic changes in a piece of music. Create pitches and rhythms. Perform a layer of the music within an overall piece. Define all the musical terms from this unit <p align="center">Year 1 will use Boomwhackers and handbells where they are able to</p>	<p align="center">Year 1: Musical vocabulary</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Make movements that are appropriate to the pulse and tempo of a piece of music. Choose instruments with appropriate timbre to represent sparkling fishes. Respond to dynamic changes in a piece of music. Create pitches and rhythms. Perform a layer of the music within an overall piece. Define all the musical terms from this unit. <p align="center">Year 1 will use Boomwhackers and handbells where they are able to</p>	

	<ul style="list-style-type: none"> Make more than one sound on their instrument and with their voice. <p>Year 1 will use Boomwhackers and handbells where they are able to throughout the year.</p>	<ul style="list-style-type: none"> Make more than one sound on their instrument and with their voice. <p>Year 1 will use Boomwhackers and handbells where they are able to throughout the year.</p>		<p>Year 1 will use Boomwhackers and handbells where they are able to throughout the year.</p>	<p>throughout the year.</p>	<p>throughout the year.</p>
	<p>Year 2: Dynamics, timbre, tempo and motifs</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Use their voice to create a variety of sounds. Use dynamics to create atmosphere. Correctly identify some instruments and changes in dynamics in a piece. Explain how the same instrument can have many different sounds. Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre. Successfully create and play a motif. Notate and write down their motif in some form. <p>Year 2 will use Boomwhackers and handbells where they are able to throughout the year.</p>	<p>Year 2: Myths and Legends</p> <ul style="list-style-type: none"> Create rhythms and arrange them in a particular order or structure. Identify the structure of a piece of music and write it down. Describe whether a musical texture is thick or thin. Explore ways of writing down different textural layers. Follow a given structure for a composition. Write a structure score accurately. Compose music with several layers. Perform their composition accurately, following the structure score. <p>Year 2 will use Boomwhackers and handbells where they are able to throughout the year.</p>	<p>Year 2: West African call and response song</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Use tempo, dynamics and timbre in their piece. Play in time with their group. Use instruments appropriately. Successfully sing back the melody line in time and at the correct pitch. Play either a call and/or response role in time with another pupil. Perform their composition. <p>Year 2 will use Boomwhackers and handbells where they are able to throughout the year.</p>	<p>Year 2: West African call and response song</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Use tempo, dynamics and timbre in their piece. Play in time with their group. Use instruments appropriately. Successfully sing back the melody line in time and at the correct pitch. Play either a call and/or response role in time with another pupil. Perform their composition. <p>Year 2 will use Boomwhackers and handbells where they are able to throughout the year.</p>	<p>Year 2: Musical me</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Clap the rhythm of their name. Sing the melody accurately while playing their instrument in time. Show a range of emotions using their voices. Describe the dynamics and timbre of their pieces. Play a known melody from letter notation in the right order, if not with the right rhythms. Play a new melody from letter notation in the right order, if not in time. Invent a melody, write it down and play it back. Select instruments with different timbres. Compose and perform a piece using different dynamic levels. <p>Year 2 will use Boomwhackers and handbells where they are able to throughout the year.</p>	<p>Year 2: On the Island British songs and sounds</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Sing, play and follow instructions to perform as a group. Describe music using simple musical vocabulary. Explore multiple ways of making the same sound. Represent the same sound in different ways. Describe how they have adapted a sound using musical vocabulary. Contribute musically to a final performance. Create a piece that clearly represents a particular environment. Extend a piece of music so that it represents three distinct environments. <p>Year 2 will use Boomwhackers and handbells where they are able to throughout the year.</p>