



# Year 1/2 Autumn Cycle A

<p><b>History</b> <b>I am making history</b></p>	<p><b>Geography</b> <b>What is my place like?</b></p>	<p><b>Art</b></p>
<ul style="list-style-type: none"> <li>To begin to understand dates</li> <li>To know where events fit into a chronological frame work</li> <li>To be able to use vocabulary of historical terms</li> <li>To be able to talk about what was important at a particular time</li> <li>To know where events and people fit into a chronological frame work</li> <li>To be able to use vocabulary of historical terms</li> <li>To discuss changes in an aspect of life</li> <li>To identify similarities and differences between ways of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>To develop a simple knowledge about their locality</li> <li>To develop basic locational knowledge related to their home and school</li> <li>To consider how people and places interact</li> <li>To use aerial maps and photos</li> <li>To use simple fieldwork and observational skills to measure and record features and processes in their school and the grounds including the weather</li> </ul>	<ul style="list-style-type: none"> <li>To develop a range of art and design techniques using colour, texture, line &amp; shape</li> <li>To learn about the work of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> <li>To evaluate and analyse creative work using the language of art, craft and design</li> <li>To use drawing to develop and share ideas, experiences and imagination</li> </ul>
<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>
<ul style="list-style-type: none"> <li>* To explore the main events in their lives so far , both personal and global events and place them on a timeline.</li> <li>* To ask questions to a visit and record their answers</li> <li>* To explore at artefacts and photos from the past</li> <li>* To explore what Christmas was like in the past and record the similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>* Where in the world are we?</li> <li>* Which way shall we go?</li> <li>* What can we find in our school grounds?</li> <li>* What did we find?</li> <li>* What is our weather like today?</li> <li>* Design a playground!</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To experiment with a range of mark making techniques</li> <li>To learn about the work of different artists and discuss similarities/ differences in their work: <b>Bridget Riley, Vija Clemins, David Hockney, Nancy McCroskey</b></li> <li>To create a piece of abstract art inspired by <b>Beatriz Milhazes</b></li> <li>To create a line drawing and describe the lines</li> <li>To create a water effect using different styles of drawing lines for effect</li> <li>To explore the use of tones in shading</li> <li>To vary the tone, direction and strength of the pencil line within their shading</li> <li>To create a 3D drawing in colour</li> <li>To use the appropriate drawing tools t create different tones and textures</li> </ul>
<p><b>Language</b> the past, clues, timeline, date, before, after, memory, photograph, story, source, interview</p>	<p><b>Language</b> School home buildings location address land village land use town city</p>	<p><b>Language</b> abstract, composition, shape, wavy, vertical, horizontal, cross hatch dark, light, thick/thin, wavy/straight, dark tones, mid tones, light tones, texture</p>



# Year 1/2 Autumn Cycle A

RE	Computing	Music
<p><b>What can we learn from visiting a church?</b></p> <ul style="list-style-type: none"> <li>To know that a church is a special place for many Christians and consider the reasons why;</li> <li>To know some of the artefacts and symbols found in a church and know the purpose of some of them; reflect on their own feelings and responses to the atmosphere in the building</li> <li>To understand what a church feels like and looks like</li> <li>To know why Christians come to the church, what they do there and how they care for it</li> <li>To understand why many Christians want their church to be beautiful</li> <li>To be able to identify some of the features of a church that make it a special place for Christians</li> <li>To be able to reflect on what they have learnt and present the information in a variety of forms</li> </ul> <p><b>Christmas Celebrations</b></p> <ul style="list-style-type: none"> <li>To understand what we celebrate and how we celebrate.</li> <li>To understand and retell the Christmas story.</li> <li>To understand how Christians celebrate Christmas.</li> <li>To know how Christmas is celebrated by Christians around the world.</li> <li>To reflect on what we have learnt about Christmas.</li> </ul>	<p><b>Computing</b> Online Safety Unit 1.1, Effective Searching Unit 2.5, Lego Builders Unit 1.4</p> <ul style="list-style-type: none"> <li>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.</li> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> </ul>	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>
<p><b>Pupils will be taught:</b></p>	<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught</b></p>
<p><b>What can we learn from visiting a church?</b></p> <ul style="list-style-type: none"> <li>To know that a church is a special place for many Christians and consider the reasons why;</li> <li>To be able to name some of the artefacts and symbols found in a church and know the purpose of some of them;</li> <li>To reflect on their own feelings and responses to the atmosphere in the building</li> </ul> <p><b>Christmas Celebrations</b></p> <ul style="list-style-type: none"> <li>To be able to identify different types of celebrations</li> <li>To be able to recount the Christmas Story and its significance</li> <li>To know how Christians celebrate Christmas at home and around the world</li> <li>To be able to discuss their learning and how it has informed their understanding of Christmas</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>To log in safely.</li> <li>To learn how to find saved work in the Online Work area and find teacher comments.</li> <li>To learn how to search Purple Mash to find resources.</li> <li>To become familiar with the icons and types of resources available in the Topics section.</li> <li>To start to add pictures and text to work.</li> <li>To explore the Tools and Games section of Purple Mash</li> <li>To learn how to open, save and print.</li> <li>To understand the importance of logging out</li> <li>To understand the terminology associated with searching.</li> <li>To gain a better understanding of searching on the Internet.</li> <li>To create a leaflet to help someone search for information on the Internet.</li> <li>To compare the effects of adhering strictly to instructions to completing tasks without complete instructions.</li> <li>To follow and create simple instructions on the computer.</li> <li>To consider how the order of instructions affects the result.</li> </ul>	<p><b>Song: Hands, feet and heart</b>    <b>Style of Main Song: African pop</b> <b>Unit Theme: South African Music</b> <b>Listen and Appraise</b> To know that music has a steady pulse, like a heartbeat. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. To know and recognise the sound and names of some of the instruments they use. To recognise instruments/voices you can hear. <b>Clap and Improvise</b> To be able to listen and clap back, then listen and clap your own answer (rhythms of words). To know rhythms are different from the steady pulse. <b>Sing, Play and Improvise</b> To use voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. To know about voices, singing notes of different pitches (high and low). To know you can rap or say words in rhythm. To know the names of the notes in their instrumental part from memory or when written down. C,D, E To know the names of the instruments they are playing. To know that unison is everyone singing at the same time. <b>Improvise</b> To be able to take it in turns to improvise using C or C and D <b>Compose</b> To be able to compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. or C,D,E,F + G <b>Perform &amp; Share</b> To participate in a class performance of Hands, feet and heart. <b>Song: Ho Ho Ho</b>    <b>Style of Main Song: Rap</b> <b>Unit Theme: Christmas</b></p>
<p><b>Language</b> church building, artefacts, Christianity, eg God, worship, altar, font, Bible, pulpit, lectern, cross,, crucifix, candles, calm, peaceful, dark, light, vicar priest, minister Light, nativity, food, traditions, celebrations, Christian festival, church, gifts, frankincense myrrh, gold</p>	<p><b>Language</b> Log in, username, password, avatar, log out, save, tools, search engine, internet, instruction, algorithm, debug.</p>	<p><b>Language</b> Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo</p>



# Year 1/2 Spring Cycle A

History Detectives-spot the differences	Geography What is our country like?	Art
<ul style="list-style-type: none"> <li>To develop an awareness of the past</li> <li>To begin to use simple dates</li> <li>To know where events and people fit into a chronological frame work</li> <li>To be able to use vocabulary of historical terms</li> <li>To begin to understand the concepts of continuity and change</li> <li>To be able to use basic similarity and differences to draw contrasts</li> <li>To understand some of the ways we find out about the past from objects/buildings in an historical environment</li> </ul>	<ul style="list-style-type: none"> <li>To develop locational and place knowledge of the United Kingdom</li> <li>To know , the four countries which make up the United Kingdom, their capital cities, the names of the surrounding seas,</li> <li>To know some key characteristics of the four countries. Of the United Kingdom</li> <li>To develop knowledge of weather as a physical process and identify daily weather patterns in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, and painting to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>to know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught</b></p>	<p><b>Pupils should be taught</b></p>
<ul style="list-style-type: none"> <li>* To use photographs to develop close observation skills.</li> <li>* To explore photographs and be able to use clues to order them chronologically and write simple dates.</li> <li>* To compare an aspect of modern homes (cooking, washing, comfort, heat and light) to different periods in the past.</li> <li>* To be able to record results on a table.</li> <li>* To produce a simple account of one of the big changes and use examples.</li> <li>* To be able to use maps and photographs of their area to explore what it looked like before they were born and produce a short description of it.</li> <li>* To complete a Heritage Walk of their local area taking photos for their work.</li> <li>* To use the evidence from their Heritage Walk and the photos from the past to complete an evidence board based on what has changed and what has stayed the same.</li> <li>* To be able to discuss the similarities and differences they have seen.</li> <li>* To be able to write a description of one building/ aspect of the town and how it has changed.</li> </ul>	<ul style="list-style-type: none"> <li>To create a map of the school using symbols and a key</li> <li>To recognise the UK from satellite images, globes, world maps and maps of Europe</li> <li>To know the countries (&amp; capital cities) that make up the UK and historically how it came about</li> <li>To make own map of the UK &amp; Ireland (messy map?)</li> <li>To use an atlas to add key features to a map of the UK, seas, rivers, hill ranges etc.</li> <li>To know some of the main towns and landmarks of the North East and up to Edinburgh</li> <li>To develop understanding of weather terminology and symbols and how the weather changes around the UK</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>To know the names of the primary colours and that these can be mixed to make secondary colours</li> <li>To use primary colours to paint, mix colours to achieve secondary colours and applying the paint with care</li> <li>To create repeating patterns, knowing that a pattern is created by repeating lines, shapes, tones or colours</li> <li>To create repeating patterns from everyday items with paint</li> <li>To learn about the work of <b>Clarice Cliff</b>, and design a plate in this style of painting colourful circles</li> <li>To discuss the work of <b>Clarice Cliff</b> and make links to their own work</li> <li>To learn painting techniques including how to apply paint using a straw and blowing outwards to make branches</li> <li>To develop painting skills, working with control and the correct amount of paint</li> <li>To hold a brush correctly, load the brush with the correct amount of paint and make flowing lines</li> </ul>
<p><u>Language</u>            timeline, chronology, old, new, recently, younger, years, decade, century, long ago,  <u>Language</u> (linked to houses and homes)            chimney, street names, roof, tile, thatch, brick, stone, materials, design, modern, Sixties, Fifties, Pre-War, Edwardian, Victorian, technology, architecture, home, house, bungalow, flats</p>	<p><u>Language</u>            Earth, ocean, sea, coast, land, continent, island, United Kingdom, Wales, Ireland, Scotland, England, Northern Ireland, Capital city, London, Edinburgh, Cardiff, Belfast, Dublin. North Sea, Atlantic Ocean, The Channel, Irish Sea. Direction, North, South, East, West</p>	<p><u>Language</u>            primary colours, secondary colours, blend, pattern, line, shape, tone, concentric circles, flowing stroke</p>



# Year 1/2 Spring Cycle A

RE	Computing Technology	Music
<p><u>Our Wonderful World</u></p> <ul style="list-style-type: none"> <li>To know different accounts of the creation of the sky and Heaven.</li> <li>To know different accounts of the creation of plants.</li> <li>To know different religious accounts of how animals and people were created.</li> <li>To know the Jewish, Christian and Islamic creation stories.</li> <li>To identify things that make our world special.</li> <li>To know the Hindu creation story.</li> </ul> <p><u>How do Christians celebrate Easter?</u></p> <ul style="list-style-type: none"> <li>To know about what happened on Good Friday and Easter Day (recap)</li> <li>To know about 2 events leading up to Good Friday - Jesus entering Jerusalem, last meal with friends</li> <li>To understand ways in which Christians celebrate Easter in church</li> <li>To be able to discuss and think about ways to help make people happy.</li> </ul>	<p><b>Outside School Unit 1.9 Grouping and Sorting Unit 1.2 Creating Pictures Unit 2.6</b></p> <ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school.</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>
<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught</b></p>	<p><b>Pupils should be taught</b></p>
<p><u>Our Wonderful World</u></p> <ul style="list-style-type: none"> <li>To be able to recount the story of creation in Christianity</li> <li>To be able to recount some of the stories of creation from other faiths</li> <li>To be able to say what is the same or different within each creation story</li> <li>To understand the natural world as God's creation</li> <li>To be able to discuss and reflect upon what religions teach about nature, creation and the role of humans in caring for the environment</li> </ul> <p><u>How do Christians celebrate Easter?</u></p> <ul style="list-style-type: none"> <li>To be able to identify some features and objects found in churches at Easter eg cross, Easter garden, gold/white/purple</li> <li>To identify some Easter practices in churches eg Hallelujah, Easter hymns, giving out eggs, bread and wine</li> <li>To be able to recall story of Good Friday and Easter Day</li> <li>To be able to recall some other events in the Easter story eg entry into Jerusalem, Last Supper</li> <li>To reflect on experiences and feelings of making people happy.</li> </ul>	<ul style="list-style-type: none"> <li>To walk around the local community and find examples of where technology is used.</li> <li>To record examples of technology outside school.</li> <li>To sort items using a range of criteria.</li> <li>To sort items on the computer using the 'Grouping' activities in Purple Mash.</li> <li>To learn the functions of the 2Paint a Picture tool.</li> <li>To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir).</li> <li>To recreate Pointillist art and look at the work of pointillist artists such as Seurat.</li> <li>To learn about the work of Piet Mondrian and recreate the style using the lines template.</li> <li>To learn about the work of William Morris and recreate the style using the patterns template.</li> </ul>	<p><b>Song: I Wanna Play in a Band      Style of Main Song: Rock</b>  <b>Unit Theme: Playing together in a band</b>  <b>Listen and Appraise</b>          To know that music has a steady pulse, like a heartbeat.          To know some songs have a chorus or a response/answer part.          To know that songs have a musical style.          To know and recognise the sound and names of some of the instruments they use.          To recognise instruments/voices you can hear.  <b>Clap and Improvise</b>          To be able to listen and clap back, then listen and clap your own answer (rhythms of words).          To know rhythms are different from the steady pulse.  <b>Sing, Play and Improvise</b>          To use voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G          To know about voices, singing notes of different pitches (high and low).          To know you can rap or say words in rhythm.          To know the names of the notes in their instrumental part from memory or when written down. F,G,A          To know the names of the instruments they are playing.          To know that unison is everyone singing at the same time.  <b>Improvise</b>          To be able to take it in turns to improvise using F or F and G, A, B flat/A sharp ,C  <b>Compose</b>          To be able to compose a simple melody using simple rhythms, choosing from the notes F and G, A, B flat/A sharp ,C  <b>Perform &amp; Share</b>  <b>Song: Zootime      Style of Main Song: Reggae Unit Theme: Animals and Reggae</b></p>
<p><b>Language</b></p> <p>Creation, Hindu, Jewish, Christian, human, belief, responsibility, similar, different, Vishnu, Bhrama, Shiva, paradise, Heaven</p> <p>Easter Christians, Good Friday, Easter Sunday, new life, Jesus, disciples, cross, crucifix, hot cross bun, palm cross</p>	<p><b>Language</b></p> <p>Technology, sort, criteria, share, template.</p>	<p><b>Language</b></p> <p>Keyboard, drums, bass, electric guitar, rock. Pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo, reggae,</p>



# Year 1/2 Summer Cycle A

History Holidays Now and Then	Geography Wherever next?	Art
<ul style="list-style-type: none"> <li>To develop an awareness of the past beyond living memory</li> <li>To be able to use vocabulary of historical terms</li> <li>To be able to ask questions</li> <li>To understand ways in which we find out about the past</li> <li>To be able to identify different ways in which the past is presented through the use of primary resources.</li> <li>To identify similarities and differences between ways of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>To develop knowledge of globally significant places: - Poles and Equator, looking at their location and some of the basic defining physical and human characteristics.</li> <li>To develop an understanding of some features of the weather in hot and cold areas of the world and their effects.</li> <li>To use world maps of different types and globes to identify the continents, oceans, poles and equator.</li> <li>To use simple locational and directional language to describe features on different maps</li> <li>To use and label photographs of key features</li> </ul>	<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>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>To know 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.</li> </ul>
<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>
<ul style="list-style-type: none"> <li>* To explore evidence in order to be able to arrange images of seaside holidays on a timeline from now to Victorian times.</li> <li>* To ask questions (of a visitor) about holidays in the 50s.</li> <li>* To be able to record their answers in a short summary of holidays in the 50s</li> <li>* To use photographs to support inference skills to record the key features of a Victorian seaside holiday.</li> <li>* To be able to write a description of one aspect of a Victorian holiday using key terms and a date.</li> <li>* To be able to compare and contrast holidays to say what has changed and what has stayed the same</li> <li>* To be able to create an image poster about holidays in the past justify their reasons.</li> </ul>	<ul style="list-style-type: none"> <li>To identify at a simple level some of the key features of different climate zones and weather by using geographical photographs and build pupil vocabulary</li> <li>Know the locations and features of some of the coldest places on Earth</li> <li>To identify the location and key features of the equatorial region.</li> <li>To understand how people cope with the impact of physical features on human life in a country on the equator.</li> <li>To revise where hot and cold places are and ask questions about our weather and how we can collect data (set up rain gauge and thermometer- collect data for next lesson)</li> <li>Present simple explanation of weather that day (+ through the week) Use temp and rain gauge data. Annotate a photo using weather vocab</li> </ul>	<p><b>Multimedia Project: At the Seaside</b></p> <ul style="list-style-type: none"> <li>To know about the work of a range of artists, describe the differences and similarities and make links to their own work: <i>Renoir, Joaquin Sorolla, Peder Severin Kroyer, Vincent Van Gogh</i></li> <li>To identify key features of a landscape</li> <li>To draw lines to represent the horizon line and the sea</li> <li>To identify different textures in a scene</li> <li>To find and use appropriate materials to create different textures and quantifying their decisions for using them</li> <li>To create different tints and shades with paint, creating a tonal representation of the sea and sky</li> <li>To understand that light colours stand out more and darker colours recede</li> <li>To demonstrate a controlled use of paint and water to create tonal areas of dark and light</li> <li>To identify colours used in an artist's works, mixing colours to match these and applying the colours carefully with a paintbrush</li> <li>To create paintings that are relatively neat and controlled with good use of colour and texture</li> <li>To paint areas of dark and light, working with a small brush to paint details and use other objects and materials to add further details</li> </ul>
<p style="text-align: center;"><u>Language</u></p>	<p style="text-align: center;"><u>Language</u></p>	<p style="text-align: center;"><u>Language</u></p>
<p>Chronological, decade, before, after, since, coast, holiday, bank holiday, leisure, transport, travel Victorian/Edwardian, 1950, past, present, compare</p>	<p>Earth, poles, Equator, continent, ocean, climate, weather, location, globe, physical feature, compass, North, South, East, West</p>	<p>Texture, tint shade, tone, light colour, dark colour, primary colours, secondary colours</p>



# Year 1/2 Summer Cycle A

RE	<b>Computing</b> Spreadsheets Unit 1.8, Coding Unit 1.7, Coding Unit 2.1	<b>Music</b>
<p><u>What do Hindus celebrate?</u></p> <ul style="list-style-type: none"> <li>To know what Hindus believe.</li> <li>To know about special occasions in a Hindu childhood.</li> <li>To know what happens at a Hindu wedding.</li> <li>To know about the Hindu festival of Divali.</li> <li>To know about the Hindu festival of Raksha Bandhan.</li> <li>To know about the Hindu festival of Ganesh Chaturthi.</li> </ul>	<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>Create and debug simple programs.</li> </ul>	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>
<p><b>Pupils will be taught:</b></p>	<p><b>Pupils should be taught:</b></p>	<p><b>Pupils should be taught:</b></p>
<p><u>What do Hindus celebrate?</u></p> <ul style="list-style-type: none"> <li>To be able to identify some key beliefs and gods/goddesses in Hinduism</li> <li>To be able to identify some Hindu ceremonies during childhood</li> <li>To be able to identify some features of a Hindu wedding and make simple comparisons to other faiths/religions</li> <li>To be able to identify features of Divali</li> <li>To be able to retell the story of Rama and Sita</li> <li>To understand that Raksha Bandhan celebrates siblings and discuss people who they look out for</li> </ul> <p>To be able to identify ways that Hindus celebrate Ganesh Chaturthi</p>	<p>To know what a spreadsheet program looks like.</p> <ul style="list-style-type: none"> <li>How to open 2Calculate in Purple Mash.</li> <li>How to enter data into spreadsheet cells.</li> <li>To use 2Calculate image tools to add clipart to cells.</li> <li>To use 2Calculate control tools: lock, move cell, speak and count.</li> <li>To use design mode to set up a scene.</li> <li>To add characters.</li> <li>To use code blocks to make the character perform actions.</li> <li>To use collision detection.</li> <li>To save and share work.</li> <li>To know the save, print, open and new icon.</li> <li>To design algorithms and then code them.</li> <li>To compare different object types.</li> <li>To use the repeat command.</li> <li>To use the timer command.</li> <li>To know what debugging is and debug programs.</li> </ul>	<p><b>Song: Friendship song</b>      <b>Style of Main Song: Pop</b>  <b>Unit Theme: Songs about being friends</b>  <b>Listen and Appraise</b>        To know that music has a steady pulse, like a heartbeat.        To know some songs have a chorus or a response/answer part.        To know that songs have a musical style.        To know and recognise the sound and names of some of the instruments they use.  <i>To recognise instruments/voices you can hear.</i>  <b>Clap and Improvise</b>        To be able to listen and clap back, then listen and clap your own answer (rhythms of words).        To know rhythms are different from the steady pulse.  <b>Sing, Play and Improvise</b>        To use voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D        To know about voices, singing notes of different pitches (high and low).        To know you can rap or say words in rhythm.        To know the names of the notes in their instrumental part from memory or when written down. C, D, E, G, A        To know the names of the instruments they are playing.        To know that unison is everyone singing at the same time.  <b>Improvisation</b>        To be able to take it in turns to improvise using C or D and C D E G A  <b>Compose</b>        To be able to compose a simple melody using simple rhythms, choosing from the notes C D E G A  <b>Perform &amp; Share</b>  <b>Reflect, rewind, replay, Style: Classical</b></p>
<p style="text-align: center;"><b>Language</b></p> <p>Festival, Ganesh Chaturthi, wedding, ceremony, Divali, Rama and Sita, customs, traditions, rangoli, Raksha Bandhan</p>	<p style="text-align: center;"><b>Language</b></p> <p>Arrow, backspace, cursor, column, cell, row, action, code, command, object, program, algorithm, bug, de-bug.</p>	<p style="text-align: center;"><b>Language</b></p> <p>Keyboards, drums, bass, glockenspiel pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo,</p>