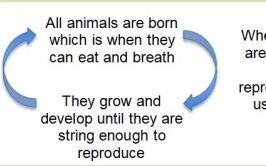


Romsey Abbey Primary School Year 2 Curriculum (2020)

Year 2	Are we all different?	Are we stronger together?	Should we always get our own way?			
Visit:	<p>Hillier's Arboretum whole School – Science focus <u>Living Things/Adaptations</u>: Sweep nets, Seed survival, Mini-beasts under logs, Pond dipping, Curtains Up African link in school</p>	Southampton Sea City Museum	Brownsea Island			
English Focus Texts	<p>Autumn 1 Learning Journey 1 Text: <i>The Owl Who Was Afraid of the Dark</i> by Jill Thompson Outcome: Short narrative Guided Reading Texts As Above HA George and the Dragon Learning Journey 2 Text: <i>All Aboard for the Bobo Road</i> by Steve Davies / <i>Mama Panya's Pancakes</i> Outcome: Travel Brochure for Burkina Faso Guided Reading Texts As Above + HA Emperor's New Clothes - Usborne</p> <p>Autumn 2 Learning Journey 1 Text: <i>A Walk in London</i> by Salvatore Rubbinho Link to <i>The Queen's Hat</i> by Steve Antony? Outcome: Diary of a Palace Footguard Guided Reading Texts Non-fiction texts about London + HA Emperor's New Clothes - Usborne Learning Journey 2 Text: <i>Snow</i> by Walter de la Mare Outcome: Descriptive Acrostic Poem about Snow Guided Reading Texts: As Above + HA Emperor's New Clothes - Usborne</p>	<p>Spring 1 Learning Journey 1 Text: <i>Poles Apart</i> – Jeanne Willis Outcome: A series of emails between Mr White and Percy the Penguin travelling the world Short Narrative Whole School Writing Week 8 – 12 Jan Little Red Riding Hood Guided Reading Texts As Above + <i>Brave and the Fox</i> by Nicola Davies? Learning Journey 2 Text: <i>Blue Penguin</i> by Petr Horacek Outcome: Book Review for website Persuasive letter from Little Penguin Guided Reading Texts HA – <i>The Sandtiger</i> AA – <i>Emperor's New Clothers</i></p> <p>Spring 2 Learning Journey 1 Text: <i>Kaspar Prince of Cats</i> – <i>Michael Morpurgo</i> and <i>Titanic</i> – <i>Usborne Non Fiction</i> Outcome: Recount of Sea City Trip Non-chron report about Titanic Survivor's Story Guided Reading Texts As Above + past SATs texts for practice Learning Journey 2 Text: <i>The Bear and the Piano</i> by David Litchfield <i>(May prefer to extend Titanic learning journey)</i> Outcome: Guided Reading Texts As Above + past SATs texts for practice</p>	<p>Summer 1 Learning Journey 1 Text: <i>Meerkat Mail</i> by Emily Gravett Outcome: Postcards and Letters Guided Reading Texts <i>Field Trip to the Moon</i> by John Hare and Jeanne Willis? Learning Journey 2 Text: <i>Mousehole Cat</i> by Antonia Barber Outcome: Retelling of key moment in the story Guided Reading Texts Non-fiction books about UK south coast – Jurassic coast and Cornwall</p> <p>Summer 2 Learning Journey 1 Text: <i>Beatrix Potter</i> author study Outcome: Letter of Complaint and letter of apology Peter Rabbit stories Guided Reading Texts <i>Peter Rabbit stories</i> by Beatrix Potter Learning Journey 2 <i>A Child of Books</i> by Oliver Jeffers Whole School Writing Week David and Goliath</p>			
Maths	We follow the Hampshire Maths Planning Model. See separate document for information.					
PSHE	Being Me in my World	Celebrating Difference The theme for Anti-Bullying Week 2020 is: United Against Bullying. Monday 16th - Friday 20th November and will start with Odd Socks Day to mark the first day of Anti-Bullying Week.	Dreams and Goals	Healthy Me	Relationships	Changing Me
Habit of Mind	Curiosity	Empathy and Reflection	Resilience	Self-Management	Collaboration	Creativity

RE UC units	Concept Creation Context: Who made the World?	Concept Incarnation Context: Why does Christmas matter to Christians? (digging deeper)	Concept Remembering Concept Passover Pack	Concept: Salvation Context: Why does Easter matter to Christians? (Digging deeper)	Concept: Special Context Special Places – church, synagogue KQ? Is it possible to share something with someone you love Planning What do Christians believe God is like?	Concept: Gospel Context: What is the good news Jesus brings?
Assessment Focus	Enquire : Explain what the creation story tells Christians about God	Evaluate and Apply: Evaluate by thinking what lessons they and others might learn from the Christmas story	Evaluate and Explain Evaluate by describing the value or importance of remembering Passover for Jews	Evaluate and Apply Explain if and why forgiveness is or isn't important for people today	Contextualise Explain how and why a Synagogue is special to a Jewish person	Explain and Apply Explain how Christians share the Good News of Jesus with the world around them
Science Longitudinal Study	<p>Science - Longitudinal Study Will Steve the stick insect be lonely? Children should raise and explore questions that demand the identification of creatures and plants in their local environment and how their populations change through the seasons. Linking the properties of the seasons to the changing populations and beginning to question how populations of different organisms are related.</p> <p>Chapter 1: Carnivores and herbivores. All animals get their nutrients by eating. Some animals hunt and eat other animals (predators) and some animals are hunted and eaten by other animals (prey). Animals that eat only other animals are called carnivores. Animals that only eat plants are called herbivores, and animals that eat both animals and plants are called omnivores</p> <p>Chapter 2: Adapted to survive: All animals are adapted to eat and survive (they are adapted to survive as predators and prey). Animals have adapted many different ways to survive as predators or prey. Plants are also adapted to survive; they have adapted to get the water and light they need and avoid being eaten or dying when chewed.</p> <p>Chapter 3: Surviving seasonal changes: The changing seasons have a dramatic effect on plants, which has an impact on the animals that feed on them. Animals have adapted ways of surviving when the seasons change and food become scarce including hibernating, storing food (fattening up), migrating.</p>					
Science Learning Objectives Check: Safety in Science (Staffroom Science resources) for hazard cards for risk assessments.	<p>Science - How do plants grow (10 sessions)</p> <p>Chapter 1: Where plants come from. Most plants start growing from a seed or bulb.</p> <p>Chapter 2: Plant survival. All plants need water, light and warmth to grow and survive.</p> <p>Chapter 3: How plants get what they need to survive. A seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight.</p>	<p>Science -Animal life cycles/life timelines (5 sessions)</p> <p>The model of animal life</p> <p>How it varies between different animals</p> <ul style="list-style-type: none"> · Different animals live for different ages · Different animals reach different sizes before they are able to reproduce · Different animals reproduce at different ages <p>Science Materials, their properties and why we choose materials: materials for clothes (6 sessions)</p> <p>The big idea about materials. There are many different materials that have different describable and measurable properties. Materials that have similar properties are grouped into</p>		<p>Science - Pushes, pulls and their effects (7 sessions)</p> <p>Chapter 1: How things move. Objects move in different ways; they roll, slide, bounce etc</p> <p>Chapter 2: Forces change how things move. We can change the way an object moves by pushing or pulling them. Sometimes pushing and pulling slows things down, sometimes it speeds them up and sometimes it makes it change direction.</p> <p>Chapter 3: Making forces bigger. Bigger pushes and pulls have bigger effects. (They change how things move more.)</p> <p>Chapter 4: Forces change shapes. Sometimes when an object is pushed, pulled or twisted it changes shape.</p>		

<p>HIAS Key Ideas in bold. NC Objectives in italics.</p> <p>Additional Guidance on Key Ideas document in /teachers</p>		<p>metals, rocks, fabrics, wood, plastic and ceramics (including glass). The properties of a material determine whether they are suitable for a purpose. <u>Exploring materials and their properties.</u> These ideas are explored through testing materials to see if they are appropriate for particular jobs. Topics need to be arranged so that all the main groups of materials are explored and important properties are investigated (strength, flexibility, waterproofness, absorbency, softness, slippiness, stretchiness, brittleness)</p>	
<p>History</p>	<p>Local Study – Our School Building</p>	<p>The Titanic: triumph or tragedy? (Hampshire Services History Pack)</p>	
<p>Learning Objectives</p>	<p>Walk around the building what do they notice? Consider similarities and differences between ways of life at different times (now, then and another then.)</p>	<p>Describe significant historical events, people and places in this locality Find out about events beyond living memory that are significant nationally or globally. Develop an awareness of the past. Use common words and phrases relating to the passing of time. Explain where these events and people fit into a chronological framework. Identify similarities and differences</p>	
<p>Geography</p>	<p>Non-European contrasting country</p>	<p>The Poles</p>	<p>Brownsea Island</p>
<p>Learning Objectives</p>	<p>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. This will contrast with Year 1 local study – Romsey Locate Africa on a map. Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? Express own views about a place, people and environment. Draw and label pictures to show how places are different. Study pictures/videos of two differing localities, one in the UK and one in a contrasting non-European country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? Study pictures of the localities in the past and in the present and ask ‘How has it changed?’</p>	<p>Human and Physical Geography Locate hot and cold areas of the world in relation to the Equator and the North and South Poles. Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic. Make predictions about where the hottest places in the world are? Children to identify the equator and locate the places on the Equator which are the hottest. Use basic geographical vocabulary to refer to key physical features: sea, ocean,</p>	<p>Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use maps and globes to locate the UK. Be able to identify the 4 countries and label the capital cities. Explain the purpose of a capital city and form opinions on how this affects population size. Human and physical geography Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean and key human features, including; city, village, port and harbour and shop. Use basic geographical vocabulary to refer to: forest, hill and mountain (link to where animals live) Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.</p>

	<p>Draw pictures to show how places are different and write comparatively to show the difference.</p> <p>Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.</p> <p>Locational Knowledge</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.</p> <p>Locate the continents on a paper map.</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features on a map.</p>		<p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop.</p> <p>Be able to verbalise and write about similarities and differences between the features of the two localities.</p> <p>Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Geographical Skills and fieldwork</p> <p>Use world maps, atlases and globes to identify the UK and its countries.</p>
Art and Design	African inspired printing	Recycling sculpture – Eddie Martinez (exemplar moodle planning)	Beatrix Potter drawing/water colour painting
Learning Objectives	<p>Examine African patterns/textiles with repeating patterns. Create printing blocks.</p> <p>Monoprinting – animals (see link)</p> <p>Printing – print with a grown range of objects, identify different forms Pattern- experiment by arranging, folding repeating, overlapping, regular and irregular patterning, discuss regular and irregular</p> <p>Colour – begin to describe colours by objects</p> <p>Texture – textiles</p>	<p>Form – awareness of natural and manmade forms, expression of personal experiences and ideas, to shape and form from direct observation, decorative techniques, work and that of other sculptors</p> <p>Texture – Overlapping and overlaying to create effects</p> <p>Colour - begin to describe colours by object, using colour on a large scale.</p>	<p>I can observe the anatomy of animals.</p> <p>I can discuss the use of shadows, light and dark.</p> <p>Draw animals using a range to pencils to create different tones.</p> <p>Observational drawing, create backgrounds for Beatrix Potter characters. / Brownsea Island Drawing: experiment with tools and surfaces, discuss use of shadows, light and dark, sketch to make quick records</p> <p>Colour – make as many tones of one colour as possible (using white), Darken colours without using black, Using colour on a large scale</p>
Design and Technology	DT - <u>Design and make a piece of African clothing (head dress) Focus on design criteria and suitability of product.</u>	DT - Pop up books Explore and use sliders / levers in books. -	DT - Beatrix Potter link. Design and make a dish from the vegetables in Mr McGregor's garden. (Potato salad??)
Learning Objectives	<p>Generate ideas from their own and others' experiences.</p> <p>-Explore and evaluate a range of existing products.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>- Communicate ideas using a variety of methods, including drawing and models.</p> <p>- Plan by suggesting what to do next as ideas develop.</p> <p>- Know that the product needs to be made from the materials that are suitable for the job. Know that textiles have different properties (feel, texture, insulation, waterproof.)</p> <p>- Select the appropriate textile so that it does the job well.</p> <p>Make: a textile that is finished well and does the job it was made for. - Decorate my product, or add detail.</p>	<p>DT - Pop up books Explore and use sliders / levers in books.</p> <p>Generate ideas from their own and others' experiences.</p> <p>-Explore and evaluate a range of existing products.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>- Use models, pictures and words to describe my designs. - Plan by suggesting what to do next as ideas develop.</p> <p>Make a product that uses movement. (Pop up books)</p> <p>- Develop ideas by shaping materials and putting together components. -Select appropriate tools, techniques and materials, explaining my choices.</p>	<p>Generate ideas from their own and others' experiences.</p> <p>- Explore and evaluate a range of existing products. - Understand where food comes from.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>- Plan by suggesting what to do next as ideas develop.</p> <p>- Use the basic principles of a healthy and varied diet to design dishes.</p> <p>Make a dish from the vegetables in Mr McGregor's garden.</p> <p>- Weigh and measure accurately.</p> <p>- Use knives safely to cut food.</p>

	<p>- Join textiles using glue, staples, tying or a simple stitch.</p> <p>Evaluate their ideas and products against design criteria. Identify what they could have done differently and how they could improve their work in the future.</p> <p>Technical Knowledge:</p> <ul style="list-style-type: none"> - Explore how products can be made stronger so they are fit for purpose. 		<ul style="list-style-type: none"> - Use accurate measurements in cm. - Use scissors precisely when cutting out. - Know that the product needs to be made from the materials that are suitable for the job. - Use a number of materials with strong joints. <p>Evaluate their ideas and products against design criteria.</p> <ul style="list-style-type: none"> - Identify what they could have done differently and how they could improve their work in the future. <p>Technical Knowledge:</p> <ul style="list-style-type: none"> - Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. - Make structures stronger by folding, joining or by shape (columns, triangles.) 	<p>Evaluate their ideas and products against design criteria.</p> <ul style="list-style-type: none"> - Identify what they could have done differently and how they could improve their work in the future. <p>Technical Knowledge: Use the basic principles of a healthy and varied diet to prepare dishes.</p> <ul style="list-style-type: none"> - Understand where food comes from. 		
Computing	Information Technology – Google Slides presentation of recount of Hillier’s.	Link to show (text) make a poem/stanza link to picture.	Computer Science – Scratch Jr Unit	Information Technology – Stop Motion Animation - Titanic	Digital Literacy – CEOP Unit link to Relationships - Jigsaw	
Learning Objectives	Use technology purposefully to organise digital content	Use technology purposefully to manipulate digital content	Understand that algorithms are implemented as programs on digital devices Understand that programs execute by following precise and unambiguous instructions Debug simple programs Use logical reasoning to predict the behaviour of simple programs	Use technology purposefully to organise digital content Use technology purposefully to manipulate digital content	Use technology respectfully Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	
PE	Gymnastics Cooperative games Swimming	Dance (Christmas) Athletics	Gymnastics Invasion games	Country dance Strike/field games	Net/wall games	Athletics Sports day skills
Learning Objectives	Perform actions and movement with control, coordination and variety with a clear start and finish. Choose and link actions; remember and repeat accurately and consistently; find and use space safely, with an awareness of others; use the four basic shapes in sports specific gymnastic moves.	Perform body actions with control and coordination; choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling. Link actions, remember and repeat dance phrases; perform short dances, showing an understanding of expressive qualities; describe	Perform actions and movement with control, coordination and variety with a clear start and finish. Choose and link actions; remember and repeat accurately and consistently; find and use space safely, with an awareness of others; use the four basic shapes in sports specific gymnastic moves.	Perform basic body actions; use different parts of the body singly and in combination; show some sense of dynamic, expressive and rhythmic qualities in their own dance. Choose appropriate movements for different dance ideas; remember and repeat short dance phrases and simple dances; move	Perform fast, medium and slow speeds individually and collaboratively as part of a team in athletic activities; link running and jumping activities with some fluency, control and consistency in athletic activities and collaboratively in team activities. Repeat and refine linked jumps; take part in a relay activity, showing an understand of decision making on when to run and what to do; send a variety of objects, understanding how to change their action for accuracy and distance. Communicate an understanding of how to run, send and jump in different athletic activities and explain how to use different means of measure to improve on previous performance.	

	<p>Use different parts of their body and stretch, tense muscles to ensure balance, coordination and travel. Describe how balance and coordination is involved in linking their movement phrases and the importance of a start and finish</p> <p>Show awareness of opponents and teammates when playing games; perform basic skills of rolling, sending, receiving striking with more confidence. Apply these skills in a variety of simple games; make choices about appropriate targets, space and equipment; use a variety of simple tactics. Describe how their body works and feels during games. Work well collaboratively to improve their skills.</p>	<p>the mood, feelings and expressive qualities of dance. Suggest ways they could improve their work</p> <p>Perform fast, medium and slow speeds individually and collaboratively as part of a team in athletic activities; link running and jumping activities with some fluency, control and consistency in athletic activities and collaboratively in team activities. Repeat and refine linked jumps; take part in a relay activity, showing an understanding of decision making on when to run and what to do; send a variety of objects, understanding how to change their action for accuracy and distance. Communicate an understanding of how to run, send and jump in different athletic activities and explain how to use different means of measure to improve on previous performance</p>	<p>Use different parts of their body and stretch, tense muscles to ensure balance, coordination and travel. Describe how balance and coordination is involved in linking their movement phrases and the importance of a start and finish Use basic underarm, rolling, hitting skills; sometimes use overarm skills; intercept, retrieve, stop, receive, track different equipment, (bean bag, balls) with some consistency; moving in line with the ball to collect it. Send, receive strike a ball in a variety of ways depending on the needs of the game; choose different ways of sending, receiving, striking; decide where to stand to make it difficult for their opponent. Describe how their body feels during games. Describe what they and others are doing through peer and self-assessment.</p>	<p>with control; vary the way they use space. Describe basic body actions and simple expressive and dynamic qualities of movement. Use basic underarm, rolling, hitting skills; sometimes use overarm skills; intercept, retrieve, stop, receive, track different equipment, (bean bag, balls) with some consistency; moving in line with the ball to collect it. Send, receive strike a ball in a variety of ways depending on the needs of the game; choose different ways of sending, receiving, striking; decide where to stand to make it difficult for their opponent. Describe what they and others are doing through peer and self-assessment.</p>	<p>Use a few skills with control and reasonable accuracy; hit a stationary ball and retrieve and send it when fielding Use a small range of skills and tactics in games; come up with sensible solutions, given time to think about their actions Carry out activities to improve their work and understand why they are useful Play games using modified courts and a small range of sending skills; play games with limited continuity, stopping the ball and receiving it occasionally; strike the ball with reasonable consistency when practicing Use bigger target areas to aim for; use a small range of tactics; use simple rules fairly With help, identify activities to help them improve</p>
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<p>Music</p>	<p>Rhythm Games Listening and responding to music games Harvest Performance opportunity Harvest Festival in Romsey Abbey African Songs – Call and Response – Kye Kye Kule Welcome Visitors Song – Uganda – opportunity for different to take the solo lead and dance and drum Listening to African children singing the 2 songs Performance opportunity Celebration Worship African Drumming – call and response rhythmic patterns – visit by African drum workshop – Performance opportunity Simple rhythmic patterns using crotchets and quavers Christmas Production – Performance opportunity Children learn how to use their voices in different ways to create different types of music and emotions eg. Lullaby, celebratory etc</p>	<p>Rhythm Games Listening and responding to music games Toby’s Ark, a sea voyage around the world, linked to the titanic. Sing contrasting songs that tell the story of the journey of Toby’s Ark. Play a 3 part percussion piece as a whole class Compose a piece of storm music using body percussion, exploring how they can make sounds which are softer and louder, understanding the musical term crescendo and diminuendo. Performance Opportunity to parents and school. Listening to Return of the Fishing Boat – Shuhua lou, link to India - Tigers Pan Flute Armonia Song – link to South America - Kinkajou Benjamin Britten’s Storm Interlude from Peter Grimes – link to the storm music in Toby’s Ark – children draw storm pictures while listening to the music</p>	<p>Rhythm Games Listening and responding to music games Key Stage 1 Choir experience Performance opportunity in Romsey Abbey. The children will learn 4 contrasting songs which will include various choral techniques and they will have an opportunity to perform the pieces in a charity concert with 5 other choirs. Listening to Felix Mendelssohn’s The Hebrides (Fingal’s Cave) Overture – Katy Morag. Listening to the traditional Scottish folksong – Skye Boat Song – listen to it played on bagpipes – children learn that bagpipes are synonymous with Scotland. Children understand that folk songs were passed down through history and quite often told a story – Skye boat song is 250 to 300 years old. Exploring musical instruments in preparation for the opportunity to learn an instrument in year 3; flute, clarinet, violin, cello, trombone, trumpet, guitar and piano. Talk about one instrument per week – children</p>
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			<p>get to look at, listen to and hold each instrument – talk about how they are played, pitch</p> <p>Children learn to play the recorder through aural games, call and response on B, A and G</p> <p>Children learn 2 simple recorder pieces</p> <p>Performance Opportunity Celebration Worship</p>
<p>Learning Objectives</p>	<p>Use voice expressively.</p> <p>Listen with concentration and recall pitch and words in different African languages.</p> <p>Take turns to be part of the lead call group and the response group.</p> <p>Move appropriately to the singing.</p> <p>Play percussion instruments and listen with concentration to recall drum rhythms of varying difficulty.</p> <p>Experiment and create different drum rhythms</p> <p>Write simple rhythmic notations and play them on percussion instruments</p> <p>Use voice appropriately to change from a lively happy song to a gentle song.</p> <p>Use voice to create dynamics in music, understanding the musical terms – piano, forte, crescendo and diminuendo.</p> <p>Sing with a sense of musical shape.</p> <p>Sing as part of a whole group understanding how to blend my voice and the importance of working together as a choir and with a sense of performance.</p>	<p>Use voice expressively making changes to match the different singing styles from around the world in Toby's Ark. Include appropriate actions.</p> <p>Play tuned and untuned instruments musically holding a part in a 3-part percussion piece.</p> <p>Experiment with different instruments and use body percussion to create a class 'Storm' composition.</p> <p>Listen with concentration to 'Storm Interlude' from Benjamin Britten's Peter Grimes – (BBC 10 Pieces), Listen to Return of the Fishing Boat by Shuhua lou and and the Pan Flute Armonia Song understanding that they are played on traditional instruments from India and South America respectively.</p> <p>Perform in the class production of Toby's Ark with a sense of performance.</p> <p>Use dynamics to make a song more interesting understanding the correct musical language, piano, forte, crescendo.</p> <p>Listen with concentration – call and response rhythm games / keeping the beat/ do not clap this back</p> <p>Sing being aware of pitch – high sounds and low sounds.</p> <p>Match and write topic words to simple rhythmic notation.</p>	<p>Sing using my voice expressively and creatively.</p> <p>Understand how to be a part of a choir, and to give a performance.</p> <p>Listen with concentration and understanding to Mendelssohn's The Hebrides (Fingal's Cave) Overture and different versions of the Scottish Folk song – Skye Boat Song.</p> <p>Recognise the bagpipes.</p> <p>Play B, A and G on the recorder.</p> <p>Understand simple rhythmic patterns using, crotchets, quavers, minims and semibreves.</p> <p>Understand that music is written on 5 lines (stave) and that each note has its own special line or space. I have seen where B, A and G are on the musical stave.</p> <p>Identify the flute, clarinet, violin, cello, trombone, trumpet, guitar and piano and understand how they are played – blown, bowed etc.</p>