



## Oughtibridge Primary School – Long Term Plan 2023-24 – Year 2

Theme	Autumn Term	Spring Term	Summer Term
	London Calling	Significant People	It's a Small World
<b>WOW Days</b>	Great Fire of London Experience	Spanish Day	Seaside Day
 <b>English</b>	<p><b>Purpose(s) for Writing</b> Writing to inform Writing to entertain</p> <p><b>Writing Genres</b> Information text about London landmarks Instructions on 'how to defeat a fire giant' Non-chronological report about the Great Fire of London</p> <p><b>Texts</b> Talk for Writing scheme Mr Big Ronald the Rhino The Magic Paintbrush</p>	<p><b>Purpose(s) for Writing</b> Writing to inform Writing to entertain</p> <p><b>Writing Genres</b> Diary writing from the point of view of historical figures Instructions Recounting real events</p> <p><b>Texts</b> Anansi and Tiger Baba Yaga Ganesh Gets Married</p>	<p><b>Purpose(s) for Writing</b> Writing to inform Writing to entertain</p> <p><b>Writing Genres</b> Descriptive writing using the book 'Gregory Cool' Exploring rhyming description using the book 'Queen Victoria's Bathing Machine'. Writing letters/postcards about holiday experiences using the book 'Meerkat Mail'. Letter explaining why one city is better to visit than another when comparing New York and Cairo.</p> <p><b>Texts</b> Literacy Shed – Embarked</p>

 <p><b>Mathematics</b></p>	<p><b>Number</b> Place Value Addition and Subtraction</p> <p><b>Geometry</b> Properties of Shape</p>	<p><b>Measurement</b> Money Length and Height Mass, Capacity and Temperature</p> <p><b>Number</b> Multiplication and Division</p>	<p><b>Number</b> Fractions</p> <p><b>Measurement</b> Time</p> <p><b>Statistics</b> Tally charts and Pictograms</p> <p><b>Geometry</b> Position and Direction</p> <p><b>Consolidation and Problem Solving</b></p>
 <p><b>Science</b></p>	<p><b>Working Scientifically</b> Children will learn to...</p> <ul style="list-style-type: none"> <li>ask simple questions and recognise that they can be answered in different ways</li> <li>observe closely, using simple equipment</li> <li>perform simple tests</li> <li>identify and classify</li> <li>use their observations and ideas to suggest answers to questions</li> <li>gather and record data to help in answering questions</li> </ul> <p><b>Materials Matter</b> Children will learn to...</p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> </ul> <p><b>Aim:</b> to explore and understand different materials and their properties in relation to absorbency and flexibility.</p> <p><b>Everyday Materials</b> Children will learn to...</p>	<p><b>Living Things and their Habitats</b> Children will learn to...</p> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify and name a variety of plants and animals in their habitats</li> <li>describe how habitats are suited to the animals that live in them</li> </ul>	<p><b>Plants</b> Children will learn to...</p> <ul style="list-style-type: none"> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> <li>observe and describe how seeds and bulbs grow into mature plants</li> </ul> <p><b>Aim:</b> to name and label the parts of a common plant and name different types of trees in the surrounding area.</p>

	<ul style="list-style-type: none"> <li>find out how the shapes of solid objects made from some materials, can be changed by squashing, bending, twisting and stretching</li> </ul> <p><b>Aim:</b> to explore and understand different materials and their properties in relation to elasticity and flexibility.</p>	<ul style="list-style-type: none"> <li>describe how animals obtain their food from plants or other animals using simple food chains</li> </ul> <p><b>Aim:</b> to be able to identify living things and describe suitable conditions in which they can live</p> <p><b><u>Animals, including Humans</u></b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>match sort and group young animals and their adults</li> <li>explain how animals change as they grow</li> <li>compare the stages of the human life cycle</li> <li>research and describe what animals and humans need to survive</li> <li>describe the importance and the effects of exercise</li> <li>describe the importance of a balanced diet</li> </ul> <p><b>Aim:</b> to be able to describe how humans and animals change at different points in their life cycles, as well as understand and describe how diet and exercise can have an impact on the body.</p>	<p><b><u>Living Things and their Habitats</u></b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>group common animals into herbivores, carnivores and omnivores</li> <li>build on prior knowledge to further develop an understanding of habitats and their features</li> <li>identify and create food chains from a range of habitats and microhabitats</li> <li>understand that animals take energy from their food, and recognise that energy is passed through a food chain</li> </ul> <p><b>Aim:</b> to describe how animals survive in the habitats in which they live</p>
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## Geography

	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>• locate the four countries which make up the British Isles</li><li>• identify cities in England and that London is the capital city</li><li>• identify and name landmarks and historical buildings in London</li><li>• use four points of a compass to build knowledge of the United Kingdom and where Sheffield is in relation to the rest of the British Isles</li></ul> <p><b>Aims:</b></p> <p>To be able to locate the four countries that make up the British Isles, before focusing on London.</p> <p>To use new knowledge of compass points to describe the relative location of key places.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>• devise simple maps and use and construct basic symbols in a key</li><li>• use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li><li>• use atlases and globes to identify the UK and its countries</li><li>• name and locate the world's seven continents and five Oceans</li><li>• 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</li><li>• name and locate the world's seven continents and five oceans</li></ul> <p><b>Aims:</b></p> <p>To use prior knowledge from the Autumn Term around compass points and apply this on a global basis.</p> <p>To be able to read maps and atlases and use these skills to locate major land masses and waters in the world.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>• use a globe to locate and name the 7 continents of the world</li><li>• locate and label the five oceans</li><li>• use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li><li>• understand how cities are different around the world</li></ul> <p><b>Aim:</b> to build upon prior knowledge from the Autumn and Spring terms and use their existing knowledge to apply to studies of different areas on each continent.</p>
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## History

Children will learn to...

- identify key features of London in the past and why they existed
- understand how The Great Fire of London started and has impacted our fire service and how houses are built today
- sequence the Great Fire of London in chronological order and explain the order
- understand the importance and history of The Houses of Parliament
- understand how London landmarks have changed over time
- use the words past and present correctly
- use a range of appropriate words and phrases to describe the past
- use words and phrases such as, before I was born and when I was younger
- use phrases and words like before, after, past, present, then and now
- understand what is meant by chronological order
- research the life of a famous Briton from the past, using different resources
- explain how their local area was different in the past and compare it to London in the past

**Aim:** to be able to outline key events from the Great Fire of London, and place this major historical event in the context of a wider timeline.

Children will learn to...

- develop an awareness of the past, finding out about changes within living memory in the context of discussing how travel and transport was different in the past
- understand where people and events which are studied, fit within a chronological framework
- ask and answer questions, choosing sources to show that they know and understand key features of events
- develop an awareness of the past, finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements
- develop an awareness of the past, finding out about changes within living memory

**Aim:** to be able to provide historical context to the lives of people studied (including social conditions at the time and the impact that significant people had).

### **Scientists and Inventors**

Children will learn to:

- recognise the impact that famous scientists and inventors have had through time
- understand how some scientists and inventors discovered and developed new ideas

**Aim:** to be able to create information texts about famous scientists and inventors through time.

Children will learn to...

- answer questions using a range of artefacts and photographs
- explain why someone in the past acted in the way they did
- use phrases and words like before, after, past, present, then and now
- use the words past and present correctly
- use a range of appropriate words and phrases to describe the past

**Aim:** to compare and contrast methods that historically significant explorers used to discover new places.



## Design and Technology

Using the TASC wheel, children will learn to...

- take inspiration from design throughout history by exploring how objects have been created, identifying likes and dislikes of designs and suggesting improvements to existing designs
- identify the task
- generate ideas and design products that have a clear purpose and an intended user
- decide on a final design, using software to design some products
- make a product, refining the design as work progresses
- evaluate the product
- communicate with others about the product
- learn from the experience (e.g. What went well? What could be improved next time?)

### **Constructions**

Children will learn to...

- use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products

**Aim:** to design, make and evaluate a model of a Tudor house with wooden frames, in line with our learning about the Great Fire of London.

### **Textiles**

Children will learn to...

- shape textiles using templates
- join textiles using running stitch
- colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing)

**Aim:** to design, make and evaluate a puppet of a significant figure.

### **Food Technology**

Children will learn to...

- cut, peel or grate ingredients safely and hygienically
- measure or weigh using measuring cups or electronic scales
- assemble or cook ingredients
- model designs using software

**Aim:** to design, make and evaluate a healthy fruit salad.

 <p><b>Art</b></p>	<p><b>Painting and Collage</b> Children will learn to...</p> <ul style="list-style-type: none"> <li>• describe the work of notable artists</li> <li>• use some of the ideas of artists studied to create pieces</li> </ul> <p><b>Aim:</b> to replicate landscapes and cityscapes by notable artists in History, and begin to invent their own artistic ideas based upon styles studied.</p>	<p><b>Artist Study</b> Children will learn to...</p> <ul style="list-style-type: none"> <li>• understand what a portrait and self-portrait are</li> <li>• identify famous artists from history who are well known for their portrait work</li> <li>• imitate and innovate artwork based upon the work of significant artists from history</li> </ul> <p><b>Aim:</b> to produce portraits and watercolour arts, in the style of a range of significant artists from history.</p>	<p><b>Sculpture and Printing</b> Children will learn to...</p> <ul style="list-style-type: none"> <li>• express opinions about sculptures from famous artists</li> <li>• draw lines of different sizes and thickness, showing texture in their drawing by adding dots and lines</li> <li>• use objects to print by pressing and overlapping shapes</li> <li>• use rolling, cutting and carving techniques</li> <li>• use plasticine and clay as materials</li> <li>• mix primary and secondary colours</li> <li>• paint with thick and thin brushes</li> </ul> <p><b>Aim:</b> to learn about different 20th century artists who are inspired and work in nature and create their own clay leaf print bowl.</p>
 <p><b>Modern Foreign Languages</b></p>	<p><i>Children are taught simple 'taster' sessions in KS1, ready to fully participate in the language lessons in KS2.</i></p>		



## Computing

<b>Computing Systems and Networks</b>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>• be able to name the parts of a computer</li><li>• identify what information technology (IT) is</li><li>• recognise common uses for information technology (IT) in and beyond school</li><li>• understand that content can be saved on digital devices</li></ul> <p><b>Aim:</b> to recognise the different types of information technology and their uses</p> <p><b>Programming</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• understand algorithms are made of clear and precise instructions</li><li>• understand the importance of an order of commands in a programme and how debugging is an important part of improving programmes</li></ul> <p><b>Aims:</b></p> <p>To programme a Beebot correctly around a London map.</p> <p>To transfer computational thinking skills onto other software such as Scratch Jr.</p>	<p><b>Creating Media</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• apply edits to digital content to achieve a particular effect</li><li>• plan out digital content</li><li>• present ideas and information by combining media independently</li><li>• talk about what makes digital content good or bad</li><li>• edit digital content to improve it</li></ul> <p><b>Aim:</b> to capture and change digital photographs for different purposes.</p> <p><b>Data</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• recognise that we can count and compare objects using tally charts</li><li>• recognise that objects can be represented as pictures</li><li>• create a pictogram</li><li>• select objects by attribute and make comparisons</li><li>• understand that we can present information using a computer</li></ul> <p><b>Aim:</b> to collect data in tally charts and use attributes to organise and present data on a computer.</p>	<p><b>Creating Media</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• apply edits to digital content to achieve a particular effect</li><li>• plan out digital content</li><li>• present ideas and information by combining media independently</li><li>• talk about what makes digital content good or bad</li><li>• edit digital content to improve it</li></ul> <p><b>Aim:</b> to use a computer as a tool to explore rhythms and melodies, before creating a musical composition.</p> <p><b>Programming</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• understand that a sequence of commands has a start</li><li>• understand that a sequence of commands has an outcome</li><li>• create and debug a program</li><li>• evaluate the success of an algorithm or program</li></ul> <p><b>Aim:</b> to design algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</p>
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## Personal, Social and Health Education

	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>• understand that friends should treat each other well and be fair</li><li>• understand that there is not an ideal number of friends and you can have as many as you like</li><li>• understand that being controlling of other people is bad and that excluding other children is hurtful</li><li>• understand that friends should not tell us what to do, although we should listen politely</li><li>• empathise with other people and understand why bullying is so hurtful</li><li>• order types of bullying to understand which ones are the worst</li><li>• understand the connection between their actions and the feelings of themselves and others</li><li>• discover how our choice of activities can affect our happiness</li></ul> <p><b>Aim:</b> to develop a deeper understanding of kind personality traits, be able to describe what a good friend is and apply this understanding to infer emotions.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>• understand that people online are strangers if we don't know them in real life</li><li>• understand that we shouldn't share private and personal information with strangers</li><li>• understand that anybody can put things online</li><li>• recognise the difference between truth and fiction</li><li>• understand that things online are sometimes not true</li><li>• become more familiar with the term 'Fake News'</li><li>• understand that germs are spread by coughs, sneezes and physical contact with dirt and other people</li><li>• understand that we can prevent the spread of germs by washing our hands with soap, especially when we go to the toilet, eat or are unwell</li><li>• understand that we can prevent tooth decay by brushing our teeth regularly</li><li>• identify common dangers that they may encounter both at home and in the wider world</li><li>• know what to do in an emergency situation</li></ul> <p><b>Aims:</b></p> <p>To develop an understanding of the truth, hygiene and dangers within the community.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>• understand that other people need permission before they can touch us</li><li>• understand that some parts of our bodies are more private than others</li><li>• recognise that other people often want different things than ourselves</li><li>• understand that certain parts of our bodies are very private, and only we get to decide what happens to them</li><li>• understand that secrets and surprises are different</li><li>• understand how to report concerns</li><li>• understand that families are highly varied and no family is the same</li><li>• name their body parts, including external genitalia</li><li>• discuss the similarities and differences between boys and girls, including ideas that challenge gender stereotypes</li><li>• recognise the 5 key stages of human life</li><li>• understand how their bodies will change as they age</li><li>• consider how their lives will change as they get older</li><li>• appreciate how increasing independence presents new dangers, challenges, benefits and responsibilities</li></ul> <p><b>Aim:</b> to develop an understanding of the human body, appropriate behaviours concerning their own bodies and those of others, and how to raise concerns with appropriate adults when they are worried.</p>
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## Physical Education

	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>• demonstrate balance when changing direction. Clearly show different speeds when running.</li><li>• demonstrate balance when performing movements.</li><li>• demonstrate jumping for distance, height and in different directions.</li><li>• demonstrate hopping for distance, height and in different directions.</li><li>• explore single and double bounce when jumping in a rope.</li></ul> <p><b>Aim:</b> In Fundamentals, children will build on learning from Year 1 in order to know that they can control balances using their feet and muscles, and that they can use their arms to help jump further or with greater control</p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• explore using shapes in different gymnastic balances.</li><li>• remember, repeat and link combinations of gymnastic balances.</li><li>• explore barrel, straight and forward roll and put into sequence work.</li><li>• explore shape jumps and take off combinations.</li></ul> <p><b>Aim:</b> In Gymnastics, children will build on learning from Year 1 to know that some shapes link well together. They will also</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>• roll, throw and kick a ball to hit a target.</li><li>• develop catching a range of objects with two hands. Catch with and without a bounce.</li><li>• consistently track and collect a ball being sent directly.</li><li>• explore dribbling with hands and feet with increasing control on the move.</li></ul> <p><b>Aim:</b> In Ball Skills, children will build on learning from Year 1 to know how to throw and catch balls with control. They will also know that it is easier to track a ball than chase it</p> <p>Children will learn to...</p> <p><i>Building on skills taught earlier in the year</i></p> <ul style="list-style-type: none"><li>• explore using shapes in different gymnastic balances.</li><li>• remember, repeat and link combinations of gymnastic balances.</li><li>• explore barrel, straight and forward roll and put into sequence work.</li><li>• explore shape jumps and take off combinations.</li></ul> <p><b>Aim:</b> In Gymnastics, children will build on learning from Year 1 to know that some shapes link well together. They will also be able to demonstrate balance and controlled jumping</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>• develop striking a ball with their hand and equipment with some consistency.</li><li>• develop tracking a ball and decision making with the ball.</li><li>• develop co-ordination and technique when throwing over and underarm.</li><li>• catch with two hands with some co-ordination and technique.</li></ul> <p><b>Aim:</b> In Striking and Fielding, will build on learning from Year 1 to understand the role of a batter, and know that there are different roles within a fielding team. They will also consolidate learning on how to effectively throw and catch a ball</p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• develop the sprinting action.</li><li>• develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.</li><li>• develop overarm throwing for distance.</li></ul> <p><b>Aim:</b> In Athletics, children will build on learning from Year 1 to know how to effectively use their hands and feet to improve their performance when running, jumping or throwing</p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• develop hitting a dropped ball over a net.</li></ul>
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	<p>be able to demonstrate balance and controlled jumping</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• develop co-ordination and technique when throwing overarm towards a target.</li> <li>• develop co-ordination and technique when throwing underarm towards a target.</li> <li>• develop striking a ball with equipment with some consistency</li> </ul> <p><b>Aim:</b> In Target Games, children will build on learning from Year 1 to know that controlling their arm helps to control the speed of a throw. They will also know how to score points in simple games.</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• accurately remember, repeat and link actions to express an idea.</li> <li>• develop an understanding of dynamics.</li> <li>• develop the use of pathways and travelling actions to include levels.</li> <li>• explore working with a partner using unison, matching and mirroring.</li> <li>• develop the use of facial expressions in my performance.</li> </ul> <p><b>Aim:</b> In Dance, children will build on learning from Year 1 to know that they can use their body and face to show ideas and moods in dance. They will also know that there are different directions,</p>	<p>Children will learn to...</p> <p><i>Building on skills taught earlier in the year</i></p> <ul style="list-style-type: none"> <li>• accurately remember, repeat and link actions to express an idea.</li> <li>• develop an understanding of dynamics.</li> <li>• develop the use of pathways and travelling actions to include levels.</li> <li>• explore working with a partner using unison, matching and mirroring.</li> <li>• develop the use of facial expressions in my performance.</li> </ul> <p><b>Aim:</b> In Dance, children will build on learning from Year 1 to know that they can use their body and face to show ideas and moods in dance. They will also know that there are different directions, pathways and levels in dance</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• explore dribbling with hands and feet with increasing control on the move.</li> <li>• explore moving into space away from others.</li> <li>• developing moving into space away from defenders.</li> <li>• explore staying close to other players to try and stop them getting the ball.</li> </ul> <p><b>Aim:</b> In Invasion, children will build on learning from Year 1 to know that attackers can score and that defenders can</p>	<ul style="list-style-type: none"> <li>• accurately underarm throw over a net to a partner.</li> <li>• explore underarm rallying with a partner catching after one bounce.</li> <li>• consistently use the ready position to move towards a ball.</li> </ul> <p><b>Aim:</b> In Net and Wall, children will build on learning from Year 1 to know the importance of watching a ball as it comes towards them and how to control a return to a partner. They will also consolidate learning on how to stand in a 'ready' position and why we do so</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• developing sending and receiving with increased control.</li> </ul> <p><b>Aim:</b> In Sending and Receiving, children will build on learning from Year 1 to know how to control a ball before sending it. They will also know that finding space away from a defender increases the chances of receiving a ball</p>
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	pathways and levels in dance	position themselves to make scoring harder. They will also begin to understand that using space makes attacking easier.	
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## Religious Education

<p><b><u>How and why do people pray?</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• discuss different prayers and their feelings about them</li><li>• know why people pray</li><li>• respond to ideas about God through art, music and poetry</li><li>• identify ways people have expressed their ideas about God</li></ul> <p><b>Aim:</b> to understand how and why people of different faiths pray.</p> <p><b><u>How do festivals help people feel like they belong?</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• understand how and why Hindus celebrate Diwali</li><li>• explore how and why Jewish people celebrate Hanukah</li><li>• know how and why Christians observe advent before Christmas</li></ul> <p><b>Aim:</b> to understand how festivals help people feel like they belong.</p>	<p><b><u>What makes some people inspiring to others?</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• retell the stories of leaders from the past and present</li><li>• explore what makes a leader inspirational</li><li>• have some ideas about how leaders make a difference to our lives</li><li>• know what different leaders say about how we should behave</li><li>• understand simple 'wise sayings' from different key leaders</li></ul> <p><b>Aim:</b> to understand what makes some leaders inspiring to others.</p> <p><b><u>How do people celebrate the beginning of a new life?</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• explain what Baptism is and why it is important to Christians</li><li>• know the different features of a Baptism ceremony</li><li>• describe Aqiqah and how Muslims celebrate the birth of a baby</li><li>• explore the humanist naming ceremony to welcome and celebrate the birth of a child</li><li>• compare these three different celebrations and discover similarities and differences</li><li>• express opinions about these celebrations and their personal preferences</li></ul> <p><b>Aim:</b> to understand how people celebrate the beginning of new life.</p>	<p><b><u>In what way are churches and mosques important to believers?</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• name different parts of a church and a mosque</li><li>• understand important symbols to Christians and Muslims</li><li>• explain what artefacts from Christianity and Islam are for</li><li>• explain how Christians and Muslims express their ideas about God</li></ul> <p><b>Aim:</b> to understand how Churches and Mosques are important to believers.</p>
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## Music

Children will learn to...

- sing a variety of songs by staying in tune using 'hands, head, feet'
- stay in time to a beat in a piece of music
- appraise different music and give their opinion

Aim: to be able to play and evaluate a variety of musical genres.

Children will learn to...

- keep the pitch and rhythm of different genres of songs when singing
- accompany these songs with glockenspiels
- improvise during song instrumentals

Aim: to stay in time and play the correct notes.

Children will learn to...

- perform songs to an audience.
- sing different songs changing pitch and rhythm quickly

Aim: to build confidence to improvise and to perform their music to the class.