Year 2 Tucana Class	**Beat Band Boogie!**	Cycle A 2020-2021 Term 2	St Peter's PRIMARY SCHOOL

		Music	Science	Art and Design	Design Technology	Computing	PE	Geography
Programme of Study		Listen with concentration and understanding to a range of high-quality live and recorded music. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the interrelated dimensions of music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the interrelated dimensions of music.	Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. Perform simple tests. Gather and record data to help in answering questions. Use their observations and ideas to suggest answers to questions.	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Build structures, exploring how they can be made stronger, stiffer and more stable. Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). Evaluate their ideas and products against design criteria.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Perform dances using simple movement patterns.	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.

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Year 2 Learning Intention (Skills)	Listen and respond with movement, words and pictures to a range of high-quality live and recorded music that tell a story. Play a range of rhythms and pulses and identify the differences between them. Create, select and combine layers of sound and vocalisations with awareness of the effect. Play tuned and untuned percussion instruments and use your voice with awareness of others. Sing simple songs and chants with a sense of melody and shape Describe how an instrument has been used to represent a sound, animal or object	Compare the volume and pitch of sounds made by instruments, their voices or other objects. Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy. Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language.	Identify and mix secondary colours.	Explore how a structure can be made stronger, stiffer and more stable. Select the appropriate tool for a task and explain their choice. Explain how closely their finished products meet their design criteria and say what they could do better in the future.	Create and edit multimedia components for a range of tasks.	Perform movements to express ideas, emotions or feelings, varying level, speed and direction.	Draw or read a range of simple maps that use symbols and a key.

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Year 2 Knowledge	Responses to a piece of music that tell a story include creating movements relating to characters or events in the music, identifying instruments and sounds that represent characters or events, describing key events and changes in the sound and drawing scenes inspired by the music. A rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music. A pulse is a steady beat, like a heartbeat. The pulse often stays the same throughout a piece of music, whereas the rhythm changes. Combining layers of sound can create pleasant, harmonious sounds or unpleasant, discordant sounds, depending on the combination of the pitches, rhythms and other elements of music used. Adding sounds together creates texture in a piece of music. Percussion instruments make a sound when they are hit, shaken or scraped. Tuned percussion instruments, such as the xylophone or timpani, produce notes of different pitches. They should be played with an awareness of pitch, rhythm and dynamics. Untuned percussion instruments, such as a bass drum or guiro, produce sounds with no definite pitch. They should be played with an awareness of rhythm and dynamics. A melody is a succession of notes arranged to create a musical shape and is the dominant tune of the composition. The shape of music is the direction of the music through structure, dynamics and expression. Different instruments can be used to represent other sounds, animals or objects. This is done by changing the pitch (high or low), rhythm (simple or complex), or dynamics (loud or soft).	Volume is how loud or quiet a sound is. Pitch is how high or low a sound is. Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation. Data can be recorded and displayed in different ways, including tables, charts, pictograms and drawings. The results are information that has been found out from an investigation and can be used to answer a question.	The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.	Structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares. A broader base will also make a structure more stable. Different tools have characteristics that make them suitable for specific purposes. For example, scissors are used for cutting paper because they have sharp, metal blades that can cut through thin materials. Finished products can be compared with design criteria to see how closely they match. Improvements can then be planned.	Multimedia components, such as text, images, audio and video clips, can be created, edited and combined to create content for a range of tasks.	Movements can be performed along different pathways (straight, curved or zigzag), levels, speeds and directions. This can help performers to express different ideas, emotions or feelings. For example, if creating a dance about a storm, movements may be fast, with lots of changes of direction.	A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.