

CYCLE B

Autumn			
Autumn 1 - Toys			
<p><b>Literacy:</b> Instructions - sandwich (1 week) <b>Toy Story</b> Character description - Woody (1 week) Setting description - Pizza Planet (2 weeks) Character description - Buzz (1 week) Setting description - Fair in Dogger (1 week)</p> <p><b>Maths:</b> <b>YR1 -</b> Place Value (3 weeks) Addition (2 weeks) Subtraction (2 weeks) <b>YR2 -</b> Place Value (3 weeks) Addition and Subtraction (4 weeks)</p> <p><b>History: Toys from the Past</b> 1. To know the chronology of different toys. 2. To compare Victorian and modern toys. 3. To compare early 20th Century and modern toys. 4. To compare late 20th Century and modern toys. 5. To know how toys have changed over time. 6. To know why toys have changed over time.</p> <p><b>Trip:</b> Teddy Bear picnic. Linford Wood habitat visit. St Andrew's Church</p>	<p><b>Science:</b> <b>YR1 - Everyday Materials</b> 1. Identify and name a variety of everyday materials. (wood, glass, metal, rock, plastic, brick, fabric, wool, card, paper) 2. To distinguish between an object and the material from which it is made. 3. To describe properties of materials. (hard/ soft, bendy/ stiff, flexible, strong/ weak, rough/ smooth, shiny/ dull) <b>Seasonal changes - Autumn</b> 4. To identify the 4 seasons in the year. 5. To describe autumn weather in relation to clothes suitable for autumn. 6. To describe the changes to plants, trees and animals in autumn.</p> <p><b>YR2 - Living Things and Habitats</b> 1. To identify and classify things that are alive, dead and never lived. 2. To name plants and animals in a familiar habitat - Urban, coast and Pond. 3. To name plants and animals in a familiar habitat - Woodland (visit a local woodland) 4. To identify and describe microhabitats. 5. To name plants and animals in an unfamiliar habitat (polar, desert, ocean, rainforest) 6. To identify food chains in different habitats</p>	<p><b>RE: Places of Worship</b> 1. To know why people visit a place of worship. 2. To recognise a place of worship and know they can be found in different places. 3. To know features of a church. 4. To know the features of a church service. 5. To know features of a synagogue. 6. To know the features of a Jewish service.</p> <p><b>DT: Moving Toys</b> 1. To know how a simple winding mechanism works. 2. To know what makes a simple winding mechanism work. 3. To know how to choose the right materials and tools. 4. To know how to use design criteria. 5. To know how to create a system of simple axles. 6. To know how to create a product from a design.</p> <p><b>PSHE: Managing change and transition</b> 1. Identify shared experiences 2. Understand strengths and areas for improvement 3. Explore simple goal setting 4. Identify changes and how they make you feel 5. Recognise the process of growing young to old 6. Understand needs and responsibilities change as you grow</p>	<p><b>Music: YR1 - Ourselves - Exploring Sounds</b> 1. To create and respond to vocal sounds 2. To explore how to change sounds 3. To explore descriptive sounds, and create and place vocal and body percussion sounds <b>Number - Beat</b> 4. To recognise and develop a sense of steady beat using voices and body percussion 5. To identify and perform changes in tempo 6. To identify and keep a steady beat using movement, body percussion and instruments</p> <p><b>Music: YR2 - Ourselves - Exploring Sounds</b> 1. To create and respond to vocal sounds and body persuasion 2. To develop the use of vocal sounds to express feelings, notating pitch shape and duration using simple line graphics 3. To understand the structure of call and response songs <b>Toys - Beat</b> 4. To know how to keep a steady beat at different speeds 5. To develop a sense of steady beat through chant, actions and instruments 6. To perform a steady beat and changing tempo and responding to images</p> <p><b>Computing: YR1 - mouse, keyboard and typing</b> 1. To know how to use a mouse. 2. To know how to drag objects around on screen. 3. To know how to start and manipulate apps and windows. 4. To know how to save and open a file. 5. To know how to type a sentence. 6. To know how to copy and paste. 7. To know how to use a word processor to create writing.</p> <p><b>Computing: YR2 - Basic word processing</b> 1. To know how to place typing on the page. 2. To know how to change the case of letters. 3. To know how to format text. 4. To know how to cut, copy and paste text. 5. To know how to arrange and organise text around other content. 6 and 7. To know how to create a document using a word processor (2 sessions).</p>

CYCLE B

Autumn			
Autumn 2 - The Circus			
<p><b>Literacy:</b>                      Non Fiction Text - Circus (2 weeks)                      Retelling Paddington at the Circus (1 week)                      Non Fiction Text - Circus (1 week)                      Letter from Paddington (2 weeks)                      Instructions - clown toy (1 week)</p> <p><b>Maths:</b>  <b>YR1 -</b>                      Shape (1 week)                      Place Value (4 weeks)                      Addition and Subtraction (1 week)                      Problem Solving (1 week)  <b>YR2 -</b>                      Money (2 weeks)                      Multiplication (2 weeks)                      Length and Height (1 week)                      Place Value (1 week)</p> <p><b>Geography - Aerial Photography</b>                      1. To be able to use compass points to navigate around a map                      2. To interpret aerial photographs and represent key features on a plan.                      3. To identify human and physical features on an aerial photo.                      4. To identify similarities and differences between different location using aerial photos.                      5. To know how to represent key human features on a map.</p> <p><b>Trip:</b> Circus Day - Splats Circus</p>	<p><b>Science:</b>  <b>YR1 - Everyday Materials</b>                      1. To investigate the properties of materials. (waterproof and absorbent)                      2. To sort materials based on their properties.                      Hard and soft/ Bendy and stiff                      3. To sort materials based on their properties.                      Rough and smooth/ shiny and dull  <b>Seasonal changes - Winter</b>                      4. To describe weather in winter in relation to clothing suitable for winter.                      5. To describe the changes to plants, trees and animals in winter.                      6. To know that daylight hours are shorter in winter than in summer.</p> <p><b>YR2 - Uses of Everyday Materials</b>                      1. To know how everyday materials are used.                      2. To identify properties of materials                      3. To identify and explain the suitability of materials.                      4. To identify and compare the suitability of materials. - Best materials for a teddy bear.                      5. To investigate how some materials can be changed.                      6. To investigate materials - Best material for an acrobat's costume (flexible, stretchy, twisting)</p>	<p><b>RE: The celebration of Christmas and Hanukkah</b>                      1. To understand how Hanukkah is celebrated by Jewish people.                      2. To understand the importance of light to the celebration of Hanukkah.                      3. To understand how Christmas is celebrated by Christians.                      4. To understand why gifts are given at Christmas.                      5. To understand the similarities and differences between how Christmas and Hanukkah are celebrated.</p> <p><b>DT: Stuffed Clown</b>                      1. To evaluate designs against design criteria.                      2. To make decisions about a design based on preferences.                      3. To know how to cut material.                      4. To know how to use a running stitch (Yr1) and backstitch (Y2).                      5. To know how to fix and stitch a pattern.                      6. To finish and decorate a pattern to match a design.</p> <p><b>PSHE: Behaviour</b>                      1. Understand what is fair and unfair                      2. Explore what it means to be kind and unkind                      3. Identify what is right and wrong (link to school rules)                      4. Understand that own behaviour affects others                      5. Explore consequences to behaviour (link to school rules)                      6. Recognise and use strategies to solve simple arguments</p>	<p><b>Music: YR1 - Animals - pitch</b>                      1. To understand pitch, and making high and low vocal sounds                      2. To understand pitch by singing a song with contrasting high and low melodies                      3. To explore and develop an understanding of pitch using voice and body movements  <b>Weather - exploring</b>                      4. To explore and control dynamics (volume), duration and timbre with voices, body percussion and instruments                      5. To control duration and dynamics using voices, body percussion and instruments                      6. To identify a sequence of sounds (structure) in a piece of music</p> <p><b>Music: YR2 - Our land - exploring sound</b>                      1. To explore timbre and texture to understand how sounds can be descriptive                      2. To listen to and identify contrasting sections of descriptive music                      3. To rehearse and refine to develop a performance, and evaluate a composition  <b>Our bodies - beat.</b>                      4. To recognise and respond to a steady beat and a rhythm ostinato pattern                      5. To recognise, respond and play steady beats at different tempi                      6. To perform rhythmic patterns to a steady beat on percussion</p> <p><b>Computing: YR1 - Digital painting and art</b>                      1. To know how to select and change colours.                      2. To know how to select and change tools.                      3. To know how to use the undo and redo buttons.                      4. To know how to create shapes and patterns.                      5. To know how to select, copy and paste.                      6. To know how to create sequential pictures for a story.</p> <p><b>Computing: YR2 - Introduction to Scratch and Animation</b>                      1. To know how a repeat block works.                      2. To know how to use a repeat to make an algorithm.                      3. To know how to repeat parts of an algorithm.                      4. To know what a conditional is.                      5. To know how to use selection within algorithms.                      6. To use logic to fix (debug) code.</p>

<b>Spring</b>			
<b>Spring 1 - Florence Nightingale</b>			
<p><b>Literacy:</b>  <b>Florence the Drummer Boy</b>            Character Description - Billy (2 weeks)            Letter from Billy (1 week)            Newspaper Report - Florence Day (2 weeks)  <b>Hoorah for Mary Seacole</b>            Retell (1 week)</p> <p><b>Maths:</b>  <b>YR1 -</b>            Addition and Subtraction (2 weeks)            Length and Height (2 weeks)            Place Value (2 weeks)  <b>YR2 -</b>            Division (2 weeks)            Statistics (2 weeks)            Shape (2 weeks)</p> <p><b>History: Florence Nightingale</b>            1. To know who Florence Nightingale was.            2. To understand how Florence Nightingale changed hospitals.            3. To know how to compare Victorian hospitals to modern hospitals.            4. To know who Mary Seacole was and order the important events in her life.            5. To understand how Mary Seacole overcame challenges.</p> <p><b>Trip:</b> Florence Day            Pantomime</p>	<p><b>Science:</b>  <b>YR1 - Scientific Enquiry</b>            1. To know how to record results - making sandcastles            2. To know how to make a prediction (bendy/ flexible)            3. To know how to record results (waterproof material)            4. To know how to record results (smoothest material)            5. To carry out an investigation (hardest material)</p> <p><b>YR2 - Animals inc Humans - Ourselves</b>            1. To identify 5 different food groups.            2. To identify when a meal is balanced.            3. To identify how we can keep ourselves clean.            4. To investigate what happens if we don't wash our hands. (bread)            5. To investigate what happens when we sneeze.            6. To understand the impact of exercise on our bodies.</p>	<p><b>RE: Festivals</b>            1. To know about the Jewish New Year celebration - Rosh Hashanah.            2. To understand why Yom Kippur is important to Jewish people and how it is celebrated.            3. To understand why Sukkot is important to Jewish people and how it is celebrated.            4. To understand why Shavuot is important to Jewish people and how it is celebrated.            5. To understand how and why Passover is important to Jewish people and how it is celebrated.</p> <p><b>DT: Stained Glass Windows</b>            1. To explore images of stained-glass windows.            2. To design a stained-glass window.            3. To create a background of a stained-glass window using tissue paper.            4. To add details to a stained-glass window.            5. To evaluate a stained-glass window.</p> <p><b>PSHE: Respect for Self and Others</b>            1. Identify the similarities and differences between people            2. Know how to show respect for others' similarities and differences            3. Understand the role of feedback to support others            4. Identify the special people in your life and what makes them special            5. Understand how to judge when physical contact is acceptable (comfortable) and unacceptable (uncomfortable)            6. Know how to respond if physical contact is unacceptable (link to helping hands)</p>	<p><b>Music: YR1 - Machines - beat</b>            1. To sequence sounds then play and maintain a steady beat            2. To play a steady beat and at different speeds            3. To play a steady beat and control changes in speed            Seasons - pitch            4. To identify changes in pitch and respond to them with movement            5. To relate changes to graphic symbols and performing pitch changes vocally            6. To listen and respond to a falling pitch signal</p> <p><b>Music: YR2 - Animals - pitch</b>            1. To identify and respond to changes in pitch, upwards and downwards            2. To understand and perform upwards and downwards pitch direction            3. To play pitch lines on tuned percussion, combining pitch change with changes in other elements/dimensions</p> <p><b>Number - beat</b>            4. To understand and differentiate between beat and rhythm            5. To perform simple rhythms using movement and percussion            6. To perform a steady beat and simple rhythms using movement and body percussion</p> <p><b>Computing: YR1 - Unplugged algorithms</b>            1. To know what an algorithm is.            2. To know how algorithms are used.            3. To know how to organise information to create algorithms.            4 and 5. To know how to break down something into different parts for coding. (2 Sessions)</p> <p><b>Computing: YR2 - Simple Scratch Game</b>            1. To know that selection is used to make things happen.            2. To know how to use selection to create algorithms.            3. To know how to use a repeat block.            4. To know how to use a repeat block to create a loop.            5. To debug code so it works as intended.            6. To digitally share work and feedback with other users.</p>

CYCLE B

Spring			
Spring 2 - Space			
<p><b>Literacy:</b>                      Non Fiction Text - the Moon (2 weeks)                      Newspaper Report - Moon Landings (1 week)                      Diary based on JL advert (1 week)  <b>The way back home</b>                      Retell (2 weeks)</p> <p><b>Maths:</b>  <u>YR1 -</u>                      Place Value (1 week)                      Weight and Volume (2 weeks)                      Multiplication and Division (1 week)  <u>YR2 -</u>                      Shape (1 week)                      Fractions (2 weeks)                      Problem Solving and methods (1 week)</p> <p><b>Geography: Hot and Cold areas of the world</b>                      1. To locate the equator, the North Pole and South Pole                      2. To know how to use a world map to identify hot and cold countries.                      3. To identify weather associated with hot and cold countries                      4. To identify clothing suitable for different climates.                      5. To identify animals associated with different climates.                      6. To understand the impact humans have on the weather.</p> <p><b>Trip:</b> N/A</p>	<p><b>Science:</b>  <b>YR1 - Animals inc Humans</b>                      1. To identify, name and label different parts of the human body.                      2. To know which body parts are associated with each sense                      3. To identify senses on a walk.  <b>Seasonal Changes - Spring</b>                      4. To describe weather in spring in relation to clothing suitable for spring.                      5. To describe the changes to plants, trees and animals in spring.</p> <p><b>YR2 - Scientific Enquiry</b>                      1. Sweets and hands - bigger the hand the more sweets you can pick up.                      2. What would be the most suitable material for a waterproof jacket?                      Charles Macintosh.                      3. What type of paper would be best for making a shopping bag? Link to sustainability - Margaret Knight                      4. Can people with the longest legs run the fastest?                      5. The larger the feet, the taller the person investigation.</p>	<p><b>RE: Easter and Lent</b>                      1. To understand that some people celebrate new beginnings.                      2. To understand the story of Easter.                      3. To understand how Christians prepare for Easter (Lent).                      4. To understand how Christians celebrate Easter.</p> <p><b>Art: Space Art</b>                      1. To explore the work of Alma Thomas.                      2. To understand how to create secondary colours from primary colours.                      3. To develop painting techniques in the style of Alma Thomas.                      4. To design and create the background of an Alma Thomas inspired space painting.                      5. To add detail to and finish an Alma Thomas inspired space painting.</p> <p><b>PSHE: Belonging to different groups and communities</b>                      1. Understand the ways they are unique and know what they have in common with others.                      2. Identify which groups they belong to.                      3. To identify the people in the community who look after them and how to contact them (999)                      4. Know how they contribute to the life of the classroom and school                      5. Understand the importance of rules (class and school) and how they help them                      6. To construct class rules</p>	<p><b>Music: YR1 - our school - exploring sounds</b>                      1. To explore different sound sources and materials                      2. To analyse the dynamics and duration of sounds around the school and explore these on instruments                      3. To create a soundscape as part of a song performance  <b>pattern - beat</b>                      4. To mark a steady beat with voices and body percussion                      5. To explore different ways to emphasise the first beat in a repeating pattern or metre                      6. To explore different ways to emphasise beats to form a group (metre)</p> <p><b>Music: YR2 - story time - exploring sounds</b>                      1. To combine sounds to create a musical effect                      2. To explore voices to create descriptive musical effects                      3. To combine sounds to create a musical effect and perform to an audience  <b>Seasons - pitch.</b>                      4. To sing with expression, paying attention to the pitch shape of the melody                      5. To identify rising and falling pitch                      6. To listen and respond to pitch changes with movements</p> <p><b>Computing: YR1 - Online Safety</b>                      1. To know how the internet can be used.                      2. To know rules that can keep you safe on the Internet.                      3. To know what information is personal.                      4. To know how to identify people who are trustworthy.                      5. To know what cyberbullying is.                      6. To know the main ideas in online safety.</p> <p><b>Computing: YR2 - Computers and Technology</b>                      1. To recognise information technology around us.                      2. To know what a computer is.                      3. To know that computers can be connected in a network.                      4. To know the basic functions of a computer.                      5. To know the different parts of a tablet device.                      6. To know how to login to a computer and access shared folders.                      7. To know how to keep safe online.</p>

CYCLE B

Summer			
Summer 1 - Beatrix Potter			
<p><b>Literacy:</b>  <b>Tale of Peter Rabbit</b>                      Letter from Peter (2 weeks)                      Instructions planting veg (1 week)                      Own dilemma (1 week)                      Instructions - camomile tea (1 week)</p> <p><b>Maths:</b>  <b>YR1 -</b>                      Multiplication and Division (2 weeks)                      Fractions (2 weeks)  <b>YR2 -</b>                      Problem Solving and methods (2 weeks)                      Time (2 weeks)</p> <p><b>History: Local Study - Great Linford</b>                      1. To know where Great Linford is and what makes it a historical place.                      2. To know facts about St Andrew's Church.                      3. To know the history of Linford Manor.                      4. To know the chronology of Sir William Prichard's life.                      5. To know facts about the brick kilns.                      6. To know the history of the local transport.</p> <p><b>Trip:</b> Planting                      Storyteller visit</p>	<p><b>Science:</b>  <b>YR1 - Plants</b>                      1. To identify the parts of a common flowering plant                      2. To identify parts of different trees.                      3. To identify and name common wild plants.                      4. To identify and name common garden plants.                      5. To identify and name different types of trees (deciduous and evergreen)</p> <p><b>YR2 - Plants</b>                      1. To observe how bulbs and seeds grow over time.                      2. To understand the difference between a seed and a bulb.                      3. To observe plants and trees in our local area                      4. To understand what every plant needs to grow.                      5. To record results of an investigation</p>	<p><b>RE: Clothing</b>                      1. To understand how clothing can be a symbol of belonging.                      2. To identify clothing worn by Vicars.                      3. To identify the clothing worn by a Rabbi.                      4. To identify clothing/jewellery worn by Christians.                      5. To identify clothing/jewellery worn by Jews.                      6. To identify clothing worn at special Jewish and Christian celebrations.</p> <p><b>Art: Summer Tiles</b>                      1. To explore the work of William Morris.                      2. To create observational drawings of flowers.                      3. To etch a pattern into a foam tile.                      4. To etch the background into a foam tile.                      5. To print a repeated floral design.</p> <p><b>PSHE: Influences on Health and Wellbeing</b>                      1. Identify and recognise feelings                      2. Explore good feelings and not so good feelings and group them explaining choices                      3. Explore strategies for managing feelings.                      4. Understand their responsibility for their own health and how to be hygienic                      5. Identify how diseases spread                      6. Explore strategies to prevent the spread of disease</p> <p><b>Computing: YR1 - Programming sound</b>                      1. To know how to combine code to make algorithms.                      2. To know how to create a pattern in an algorithm.                      3. To be able to suggest code to complete patterns.                      4. To know how to loop a pattern in an algorithm.                      5. To be able to use multiple code patterns in a program.</p>	<p><b>Music: YR1 - Story time - exploring sounds</b>                      1. To understand how music can tell a story                      2. To create music that matched an event in a story by playing fast, slow, loud and quiet                      3. To rehearse and perform with others  <b>Our bodies - beat</b>                      4. To perform a steady beat at two different speeds                      5. To identify a repeated rhythm pattern and combine this with a steady beat                      6. To perform rhythm pattern on body percussion to a steady beat</p> <p><b>Music: YR2 - Weather - exploring sounds</b>                      1. To perform a rhythmic chant and play an independent rhythm pattern to accompany it                      2. To perform an updated version of a traditional nursery rhyme with a rap section included                      3. To compose music to illustrate a story  <b>Pattern - beat.</b>                      4. To play different patterns of steady beat within four beats, and matching to a simple score                      5. To perform and create simple three-beat rhythms using a simple score                      6. To interpret a score to perform different beat patterns with voices and percussion</p> <p><b>Computing: YR1 - Programming sound</b>                      1. To know how to combine code to make algorithms.                      2. To know how to create a pattern in an algorithm.                      3. To be able to suggest code to complete patterns.                      4. To know how to loop a pattern in an algorithm.                      5. To be able to use multiple code patterns in a program.</p> <p><b>Computing: YR2 - Using technology to create</b>                      1. To know what devices can be used to take pictures and videos.                      2. To know that a digital camera makes pictures into a computer file (digital media).                      3. To know how to take a good digital photograph.                      4. To know how to organise images from a digital camera on a computer.                      5. To know how to use images in a document.                      6. To know how to resize and reposition images on a page.</p>



CYCLE B

Summer			
Summer 2 - Meerkats			
<p><b>Literacy:</b>                      Non-Fiction - Meerkats (2 weeks)                      Diary entry - Meerkat Mail (1 week)                      Persuasion - visit Kenya (2 weeks)                      Poetry on meerkats (1 week)</p> <p><b>Maths:</b>  <b>YR1 -</b>                      Place Value (1 week)                      Time (2 weeks)                      Position and Movement (1 week)  <b>YR2 -</b>                      Position and direction (2 weeks)                      Mass, capacity and temperature (3 weeks)                      Investigations (1 week)</p> <p><b>Geography: Comparing Kenya/ Maasai Mara</b>                      1. To understand where Kenya is on a variety of maps.                      2. To identify similarities and differences between weather in Kenya and the UK.                      3. To identify the physical and human features in Kenya and how these compare with the UK.                      4. To understand the importance of national parks. (Comparing the Maasai Mara and the Lake District)                      5. To know how village life in Kenya compares to village life in the UK.</p> <p><b>Trip:</b>                      Woburn/ Animal Encounter Visit</p>	<p><b>Science:</b>  <b>YR1 - Animals inc Humans</b>                      1. To identify and name different types of animals.                      2. To be able to identify some of the different parts of an animal.                      3. To be able to identify and name herbivores, omnivores and carnivores.  <b>Seasonal Changes - Summer</b>                      4. To describe weather in summer in relation to clothing suitable for summer.                      5. To describe the changes to plants, trees and animals in summer.                      6. To know that daylight hours are longer in summer than spring.</p> <p><b>YR2 - Animals inc Humans</b>                      1. To identify different animals and their offspring (pets and some farm animals)                      2. To identify different animals and their offspring (wild animals)                      3. To identify the life cycle of a duck                      4. To identify the life cycle of a chicken                      5. To identify what animals need to survive.                      6. To know how to care for a chicken.</p>	<p><b>RE: Ceremonies and Special Events</b>                      1. To identify what is a special event.                      2. To understand how Christians celebrate birth.                      3. To understand how Jews celebrate birth.                      4. To understand how Christians celebrate marriage.                      5. To understand how Jews celebrate marriage.                      6. To understand the importance of Bar mitzvah for Jewish people</p> <p><b>DT: Kenyan Food</b>                      1. To know how recipes are influenced by the place they come from.                      2. To make choices about a design using preferences. (Vegetables/herbs/spices)                      3. To know how to use a small knife to cut and chop.                      4. To know how to follow a recipe.                      5. To know how to evaluate a design using criteria.                      6. To know how to suggest relevant alternatives to a design.</p> <p><b>PSHE: Respecting and Protecting the Environment</b>                      1. Understand the differences between local, natural and built environments.                      2. Identify features of local environment and local issues (litter, pests etc)                      3. Identify healthy and unhealthy environments                      4. Explore what helps and harms the environment                      5. Identify what the natural environment (plants animals) needs to survive.                      6. Explore strategies on how to care for the environment</p>	<p><b>Music: YR1 - Travel - performance</b>                      1. To combine voices, movement and instruments to perform a chant and a song                      2. To keep a steady beat on instruments and create word rhythms                      3. To play and combine simple word rhythms  <b>Water - pitch</b>                      4. To create a picture in sound                      5. To understand musical structure by listening and responding                      6. To perform a simple repeated pattern  <b>Music: Yr2 - Travel - performance</b>                      1. To understand pitch through singing, movement and note names                      2. To understand melody through songs, movement and performing pitch shapes on tuned instruments                      3. To explore and develop an understanding of pitch and use musical scales  <b>Water - pitch</b>                      4. To explore patterns of physical movement in a game song                      5. To combine steady beat and rhythms to accompany a song                      6. To prepare and improve a performance using movement, voice and percussion</p> <p><b>Computing: YR1 - Creating algorithms</b>                      1. To know how to code to draw simple shapes.                      2. To know how to use a repeat command to draw simple 2d shapes.                      3. To know how to loop instructions to draw 2d shapes.                      4. To know how to use nested repeat commands to draw patterns.                      5. To know how to use functions.</p> <p><b>Computing: YR2 - Digital Literacy Project</b>                      1. To know how to create and save a document.                      2. To know how to collect information from the (worldwide) web.                      3. To know how to use an app to create an illustration for a document.                      4. To know how to add image file to a text document.                      5. To know how to edit and format a document.</p>