

TERM: Autumn 1		YEAR GROUP: Year 2		SUBJECT: Music- animals call and response	
WEEK 1 DATE: WB 2.9.24	WEEK 2 DATE: WB 9.9.24	WEEK 3 DATE: WB 16.9.24	WEEK 4 DATE: WB 23.9.24	WEEK 5 DATE: 30.9.24	WEEK 6 DATE: 7.10.24
<p>LO: To create short sounds with varied dynamics that represent an animal</p> <p>Success Criteria: I can change the volume of my sound. I can create different dynamics using the same instrument. I can work as part of a group to create a short section of sounds that represents an animal</p> <p>Main event: Chn to experiment making=g sounds that could match the animals on the clips. Think about volume and speed. Use there bodies for this.</p> <p>Support: Support chn using different types pf their body.</p> <p>Challenge: How many different parts of the body can be used.</p>	<p>LO: To copy a short sound pattern.</p> <p>Success Criteria: I can describe my ideas about a piece of music. I can accurately copy a sound pattern by clapping. I can clap a sound pattern in time with the music.</p> <p>Main event Practice the clapping patterns with the children. Once they are confident they can move around the room to the safari music to each station.</p> <p>Support: Support children with the patterns (call and response) using the words.</p> <p>Challenge: Encourage chn to not use the words.</p>	<p>LO: To appreciate why harvest is an important time to express gratitude.</p> <p>Success Criteria: I can describe some things people do to celebrate harvest. I can explain what people are thankful for at harvest. I can use a range of sources to find out about what people think and do.</p> <p>Main event: Show children images of celebrating harvest around the world. Explain from the graphs how people celebrate and who they give thanks to. Use resource for each group to choose a picture for each heading- encourage discussion and add to floor book.</p> <p>Support: CT to encourage sentence starters and speaking in full sentences.</p>	<p>LO: To identify some of the ways and reasons Hindus and Christians might show their gratitude to God.</p> <p>Success Criteria: I can talk about what a story might tell someone about gratitude. I can say how an action reflects a belief about God. I can identify some ways Christians and Hindus might show gratitude to God.</p> <p>Main event: Explain what people believe the role of God to be. Show video and answer the questions. Use the speech and thought bubbles to record what each person might be saying and thinking. Add to floor book.</p> <p>Support: Work in a group with CT.</p>	<p>LO: To describe how and why some Hindus use puja to express gratitude to God.</p> <p>Success Criteria: I can compare different ways of showing gratitude to God including puja. I can explain how actions and objects used during puja reflect beliefs about God. I can consider what other people may think or feel.</p> <p>Main event: Discuss how does it feel to have a special visitor into school or home and how did we prepare? Recall lesson 1 (being thankful), do any of the words used link to prayer? Watch teacher video. Children to look at the ways Puja is expressed out record notes about each one.</p> <p>Support: Children to focus on 1 element. Then match pictures to sentences.</p>	<p>LO: To describe how Christian worship songs are used to express gratitude to God.</p> <p>Success Criteria: I can identify what the lyrics in a song mean. I can talk about why some people might thank God through singing. I can express my own ideas about thankfulness using music</p> <p>Main event: Explain that a hymn is sung to give thanks to god. Children to listen to a selection of hymn examples then work in groups to create their own hymn, giving thanks to god. Brainstorm what we might want to give thanks for first. Record and illustrate.</p> <p>Support- complete the example given.</p> <p>Challenge: write a new hymn with out support or prompts.</p>

		Challenge: Can children recognise which beliefs some of the pictures come from.	Challenge: Consider why are Anna and Jayesh thankful.	Challenge: Write a sentence about what is being expressed.	
--	--	--	--	---	--