

Weekly Curriculum Overview

Year Group: 2

Week beginning: 14.9.2026

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the Year Group Noticeboards. This is the work that the children will be doing in school. Please note that Homework will be shared via your child's homework book. Homework will be set on a Friday and will be expected to be completed by the Wednesday of the following week. Please speak to your child's class teacher if you have any further questions about homework.

Reading	This week's reading focus is:	Making Connections		
	SESSION 1	SESSION 2	SESSION 3	
	Rule: Background - book to self/book/world	Rule: Background - book to self/book/world	Rule: Background - book to self/book/world	
	Activities: Imagining and recalling a visit to the beach and supermarket.	Activities: Link Owl babies to a book that the children might know.	Activities: Draw the front covers of the books that link according to their experiences.	

SPELLING	SESSION 1	SESSION 2	SESSION 3
	Rule: ai, ay, ey	Rule: ai, ay, ey	Rule: ai, ay, ey
	Target Spelling Word Bank: rain, rainbow, raindrop	Target Spelling Word Bank :day, say, play, may	Target Spelling Word Bank: grey, prey, they
	Activities: Practising joining to the top	Activities: Practising joining to the top	Activities: Practising joining to the top

English Writing

LINKED TEXT: The Jolly Postman

By the end of the week, I want the children to have: Written a letter to Goldilocks and begin to build a setting description.

Necessary Prior Learning and Key Vocabulary (for pre-teaching): nouns, adjectives, vocabulary linked to feelings.

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 1: To plan advice for Little Bear	- Can students identify the feelings of the characters of the three bears and goldilocks - To empathise with characters and give advice to them to feel better (link back to PSHE lesson 1 activity) - Children discuss viewpoints of the bears and Goldilocks. Practise giving advice through drama conscience alley where they give their advice to Goldilocks. - Create 'reasons for and reasons against' Vocabulary: rhyme, postmark, stamp, address, conscience, conscience alley, advice Misconception: Re-tell the story but not from a character's point of view.	Think Back Task- (Recap) - You do	Whiteboards: other words for happy/sad. How many can we write? (keep this vocab on main whiteboard)
		Introduction - I do	Today we are thinking of ADVICE for little bear. Advice is an idea, tip, or opinion given to help someone make a good choice. (MTYT) Show image of letter on board - what can we see? How do you know? (CC) Who do they think the letter could be from? What do they know about the story of the Three Bears? (Recap if needed) Read the jolly postman until you reach the letter from Goldilocks. Read the letter and establish it is from Goldilocks. Discuss Goldilocks' point of view. What other facts does it tell us? (Her daddy will fix the chair, her mum is cross with her, she doesn't like her mummy's porridge, she is going to have a party, there will be jelly and a magician.) Why do they think Goldilocks has illustrated her letter in bright colours, with a sun and her smiling? What is she wanting to achieve writing the letter?
		Modelling and Explanation - I do/We do	How do they think Goldilocks is feeling? - build a list of words children come up with and then add some synonyms. Can they extend their answer explaining why? 'Goldilocks is feeling... Because...'
		Guided Practice - We do- You do	How do they think the bears may be feeling? As they come up with ideas, in role, think out loud as a bear. 'The daddy bear is feeling... because...'

			Once children get the idea of how the bears may be feeling (angry, cross, upset, annoyed, sad etc) Then think about what they might say to Goldilocks. Children can work in talk partners to come up with 2 things the bears may say. Come together to share ideas. ‘I was so upset to find my porridge had been eaten!’ Explain today going to do something called ‘conscience alley’ If you have a TA you may want to split class into 2 groups. 7 children each side, one to walk down middle as Goldilocks. Other children will be bears as Goldilocks walks down the middle. Explain that they do not want to say something someone else has already said. If they don’t want to say something they just put their hand on their head and they move to the next person. Turns go from side to side of the alley until you reach the end. Encourage them to think about how the bears feel. E.g. I’m very cross with you for breaking my chair! I spent a lot of time cooking that porridge! How could you walk into our house uninvited? Encourage children to think about the voice they will use.
Adaptations to Independent Writing- You do- We do			
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH What is the expected outcome/ what resources will be needed? (INCLUDE NAMED CHILDREN)			Core Task
SUPPORT		GDS CHALLENGE	Children to take part in a conscience alley role play. One student will walk down the alley as goldilocks and the children on each side should give a sentence to say how the bears are feeling after reading the letter from goldilocks. Photograph for the book.
Children to take part in a conscience alley role play. One student will walk down the alley as goldilocks and the children on each side should give a sentence to say how the bears are feeling after reading the letter from goldilocks. TA or CT should spend time in the YOU DO time to pre plan statements. Photograph for the book.		Children to take part in a conscience alley role play. One student will walk down the alley as goldilocks and the children on each side should give a sentence to say how the bears are feeling after reading the letter from goldilocks. Photograph for the book.	
Hinge Point Question		“I feel terrible. I know I shouldn't have gone into their house, and I don't know what to do now.” A. Daddy Bear B. Mummy Bear C. Baby Bear	

			D. Goldilocks
		Plenary / Next Steps	"If I were little bear's friend, I would tell them _____ because _____."
LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 2: To write a letter (1 of 2) To empathise with characters	To write a response to Goldilocks from Little Bear. Informal letter. Illustrate.	Think Back Task- (Recap) - You do	Goldilocks letter - why did she write it? Write down all the correct number statements. - Goldilocks says sorry. - To tease the bears. - She is going to repair/replace the chair. - She is going to steal furniture! - She enjoyed the porridge/is going to make amends. - She invites Little Bear to her party.
		Introduction - I do	Oral rehearsal of bears emotion before the letter and after. List of feelings on the board, I DO then WE DO to use sentence stems. I was feeling ... because you ..., Now I feel ... Create a list of feelings on the before and after feelings on the board. Ensure students are giving full sentences and not just retelling the story: ✗ You came into my house. You ate my porridge. You broke my chair. with: ✓ I was very upset when you broke my favourite chair. I am pleased that you are going to fix it. HINGE QUESTION.
		Modelling and Explanation - I do/We do	WAGOLL on board, can we find the before and after of little bears feelings? Highlight red before, green after. In blue highlight features of a letter - link back to diary entry last week as it follows the same format. Dear Goldilocks, I was very surprised to receive your letter! I was sad and angry when I saw the damage in our house. You ate my porridge and broke my favourite chair. I am pleased that you are sorry. I feel much happier now that you are going to fix my chair. Love from, Little Bear P.S. I am glad you liked Mummy Bear's porridge!

			(Briefly mention post script as this can be an additional piece of work)
		Guided Practice - We do- You do	<i>Model write using the sentence stems, pulling ideas from students and using TOL to create sentences.</i> <i>Note that the tone is casual, same as writing the diary, as hopefully the characters can be friends now.</i>
Adaptations to Independent Writing- You do- We do			
		SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH <i>What is the expected outcome/ what resources will be needed?</i> (INCLUDE NAMED CHILDREN)	Core Task
		SUPPORT	GDS CHALLENGE
		<i>Template to complete with support. Orally rehearse with CT/TA</i> I was ___ when you ____. I am pleased that you ____. Now I feel ___ because ____. <i>Dear Goldilocks,</i> I was ___ when you ____. I am pleased that you ____. Now I feel ___ because ____. <i>I hope...</i> <i>Love</i> from, <i>Little Bear</i> <i>Students to illustrate letter upon completion in a similar way to Goldilocks letter.</i>	<i>Students to produce a letter to Goldilocks to reply to her invitation. The following stems are available and students to write independently:</i> <i>Dear Goldilocks,</i> <i>I felt... because...</i> <i>When you... I felt...</i> <i>After reading your letter, I feel... because...</i> <i>I am pleased that...</i> <i>I hope...</i> <i>Love</i> from, <i>Little Bear</i> <i>P.S. ...</i> <i>Students to illustrate letter upon completion in a similar way to Goldilocks letter.</i> <i>Can students write the mixed feelings that bear might have? E.g. I am still upset that you came into our house uninvited, but I am pleased that you said sorry.</i> <i>Students to illustrate letter upon completion in a similar way to Goldilocks letter.</i>
		Hinge Point Question	Which sentence would be BEST for Little Bear to include in his reply to Goldilocks? A. Goldilocks went into the Bears' house and ate the porridge. B. You ate my porridge and then you broke my chair. C. I was upset when you broke my chair, but I feel happier now because you have promised to fix it. D. My chair was small and it broke. Why is C better than B?

		Plenary / Next Steps	How did Little Bear feel BEFORE the letter? How does he feel AFTER the letter? What caused his feelings to change? TYP
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LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 3: To Edit letter and write envelope (2 of 2) To know the format of an address on an envelope (A5)	Children edit their letter and finish illustration, addressing an envelope appropriately, placing their letter inside to post	Think Back Task- (Recap) - You do	WHITEBOARDS Fix the sentence: i liked eat little bare's porridge
		Introduction - I do	Today you are going to become writing detectives. A good writer doesn't finish when they put their pencil down. They go back and investigate their writing to see if they can make it even better MTYT edit = go back, check and improve. Little bear needs some help editting his letter. What mistakes can you spot? (have CL, FS, . Poster on board.) dear i was very cross when I came home you ate my porridge you broke my chair from baby bear TOL to fix mistakes in order. "I've spotted a spelling mistake! But I'm checking capital letters at the moment, so I'm going to finish my capital-letter investigation first." Detective Check 1 — Capital letters Read through only looking for missing/incorrect capitals. Detective Check 2 — End punctuation Read aloud. Where does each sentence finish? Does it need . ? !? Detective Check 3 — Spelling Look specifically at the HFW/common exception words they've already been taught. Detective Check 4 — Improve For stronger writers: Is there one word or sentence I could make better?

		Modelling and Explanation - I do/We do	<i>Students now open their own letters from last lesson.</i> <i>Using a timer on the board to measure sections, give time for each step as a whole class. If you complete before the timer ends, go straight to DC 4.</i> <i>Detective check 1 - 3 mins</i> <i>DC 2 - 3 mins</i> <i>DC 3 - 4 mins (use your spelling cards for HFW)</i> <i>DC 4 - 3 minutes</i> <i>Support table: guided practice.</i> <i>“Where did your voice stop?”</i> <i>“So what belongs there?”</i> <i>“What must the next sentence begin with?”</i>																											
		Guided Practice - We do- You do	<i>Envelope writing. TOL Model steps as:</i> <i>Address,</i> <i>Stamp (sticker from teacher),</i> <i>Postmark (drawn).</i> <i>Students to choose two words from table to create a fairy tale address for Goldilocks.</i> <table><tr><td> Fairy-Tale Word</td><td> Address Word</td></tr><tr><td>Fairy</td><td>Lane</td></tr><tr><td>Dragon</td><td>Street</td></tr><tr><td>Pixie</td><td>Road</td></tr><tr><td>Giant</td><td>Bridge</td></tr><tr><td>Magic</td><td>Cross</td></tr><tr><td>Enchanted</td><td>Way</td></tr><tr><td>Golden</td><td>Path</td></tr><tr><td>Silver</td><td>Close</td></tr><tr><td>Crystal</td><td>Hill</td></tr><tr><td>Rainbow</td><td>Grove</td></tr><tr><td>Moonlight</td><td>Gardens</td></tr><tr><td>Starlight</td><td>Avenue</td></tr></table>		 Fairy-Tale Word	 Address Word	Fairy	Lane	Dragon	Street	Pixie	Road	Giant	Bridge	Magic	Cross	Enchanted	Way	Golden	Path	Silver	Close	Crystal	Hill	Rainbow	Grove	Moonlight	Gardens	Starlight	Avenue
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		An edited letter to goldilocks, with illustrations and an envelope that is correctly formatted.	An edited letter to goldilocks, with illustrations and an envelope that is correctly formatted. The letter should include improvements on vocabulary choice or additional conversational sentences.	An edited letter to goldilocks, with illustrations and an envelope that is correctly formatted.
		Hinge Point Question	Show: dear goldilocks i hope you are sorry for eating my porridge Then ask: “We are checking ONLY for capital letters. What should I change?” A) dear → Dear only B) dear → Dear and i → I C) Add a full stop D) Change sorry to very sorry	
		Plenary / Next Steps	Students to post their work in the class postbox.	

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 4: To develop vocabulary for a woodland setting	- Children work to build a vocabulary bank as a class linked to a woodland setting. Ensuring children are familiar with appropriate nouns, suitable adjectives, some prepositional phrases. - They have the opportunity to practise noun phrases and some to extend their ideas using prepositional language.	Think Back Task- (Recap) - You do	Insert appropriate retrieval task based on: spelling CE words, capital letters/full stops or another area of need identified through this weeks cold write.
		Introduction - I do	Setting = where a story takes place. MTYT “Today we’re going to become setting detectives. We’re going to collect words that will help us describe the woods so clearly that somebody could imagine being there.”  Start with identifying nouns and listing in RED. A noun is a name, place or a thing. (MTYT) tree, leaves, house, sky Next think of adjectives for the nouns in BLUE. Adjectives describe a noun. ADJECTIVES go before the noun. (Model) towering tree, crunchy leaves, cosy house, beautiful sky.

			Then introduce the senses to move away from just what we see – hearing scampering squirrel, whistling wind. Taste stale air. Feel rough bark. Smell damp moss. Prepositions in purple. Prepositions tell us where things are. List some positional words such as: under behind between beside above in front of among in the distance
		Modelling and Explanation - I do/We do	Whiteboards. I do: model putting an adjective in front of a noun. Then improve by using a comma and a second adjective. Explain this helps give more detail to the reader. Furry, cute squirrel. WE DO: another noun, then have students pick adjectives and build orally. Use the stream. (ensure they put both in front of the noun to build explained noun phrases.) YOU DO: Describe the tree with two adjectives and write on your whiteboard. Pick out strong examples and workshop any that need upskilling (comma, two adjectives, in front of the noun.) HINGE QUESTION
		Guided Practice - We do- You do	<i>Turning the above into a sentence. TOL</i> <i>Choose a noun, ad an adjective, comma, second adjective, both in front, where is it?</i> The furry, cute squirrel is between the branches. Deeper learning – what is it doing (verb in green) The furry, cute squirrel is scampering between the branches. Deeper learning – is there another noun to describe? The furry, cute squirrel is scampering between the twisted branches. You do: can you orally build your adjective/noun on your whiteboard into a full sentence that also tells me where the thing is. Pull examples for working wall and upskilling.

		Adaptations to Independent Writing- You do- We do	
		SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH <i>What is the expected outcome/ what resources will be needed?</i> (INCLUDE NAMED CHILDREN)	Core Task
		SUPPORT	GDS CHALLENGE
		Students to work in mixed groups. They will build up a list of nouns, adjectives and preposition phrases in different colours as word banks. Students will then orally rehearse sentences using these banks.	Students to work in mixed groups. They will build up a list of nouns, adjectives and preposition phrases in different colours as word banks. Students will then orally rehearse sentences using these banks. Students should then write the sentences at the bottom of their posters.
			
		Hinge Point Question	Which one is an expanded noun phrase that would describe the woods clearly? A) trees B) tall trees C) old, towering trees D) old, towering Why is C the best? Two adjectives, comma, before the noun.

		Plenary / Next Steps	<i>Each group present your best sentence. Does it have:</i> • a noun • two adjectives describing the noun • a comma between the adjectives • a preposition telling us where something is
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Maths					
UNIT FOCUS: Numbers within 100					
By the end of the week I want the children to have learnt these key mathematical skills:					
Key Vocabulary: Ones, Tens, Represents, Compare, Greater than, Less than					
Key Models and Resources needed: Part/whole models, bead strings, deines, 100 squares					
	Day 1	Day 2	Day 3	Day 4	
Learning Objective	To represent 2-digit numbers	To read and write numbers to 100 in words	To compare numbers to 100	To order numbers to 100.	
Lesson Overview	Pupils represent how many tens and ones there are in a number using a bead string and number line. Emphasise how ten beads and a jump of ten on a number line represent one ten, and how one bead and a jump of one	Pupils explore different written representations of numbers up to 100. They make connections between the written numerals and written word representations.	Pupils represent and compare the tens and ones in 2-digit numbers to identify which is greater or less.	Pupils identify whether numbers are in increasing or decreasing order, and put numbers in increasing or decreasing order.	

		on a number line represent one.			
Key Vocabulary		Ones, tens, value, worth, represents	Number names, tens times table.	Compare, greatest, smallest, less than, greater than, equal to.	Order, greater than, less than, equal to, greatest, smallest, increasing, decreasing.
Hinge Point Question		Are the children able to recognise the steps to make a representation of a 2-digit number?	Can the children recognise the parts of 2-digit numbers in written form?	Can the children recognise and use the < and > symbols in the correct context?	Do the children understand how to identify the value of each digit of a number and compare it to another?
Adaptations to Independent Activity- You do- We do					
	Core Task	Applying knowledge of place value to identify a mystery number Ensure that all pupils have access to a bead string and a number line. Pupils must look at each clue and try to find all the possibilities. The focus should not just be on finding the mystery number but instead on using the different representations and their knowledge of place value to work out all the different possibilities for each clue.	Writing 2-digit numbers in numerals and words Pupils must complete the missing parts on the Task Sheet, drawing upon their knowledge of the part-whole relationship, place value and the connection between the written representations of numbers in numerals and words. Ensure all pupils have access to Dienes, bead strings and part-whole models.	Identifying which is greater or less and using <, > and = signs accurately Pupils should make 2-digit numbers with the digits displayed. They then represent the numbers using bead strings to compare them and record the inequalities in their books using <, > or =. Emphasise that pupils need to use their understanding of place value. Explain that you are listening for the sentence structure: ___ is greater than (less than, equal to) ___.	Placing numbers in increasing or decreasing order Pupils look at the sets of pictorial representations of numbers, make them concretely using Dienes, use the Dienes to order the numbers, then write the numerals in the correct order in the boxes.
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH <i>What is the expected outcome/ what resources will be needed?</i> (INCLUDE NAMED CHILDREN)	SUPPORT	• Increase scaffolding by providing pictorial representations of the clues. • Support the task by ensuring the clues always follow the same structure: The digit in the tens place is a (two). The ones digit is a (five).	Provide pupils with the same number shown in digits, words and pictorial representations and ask them to match all the different representations.	Increase scaffolding by providing pupils with pre-made number cards (with pictorial representations alongside them).	Increase scaffolding by providing some of the numbers written abstractly in the correct order. Reduce scaffolding by replacing the pictorial images with a set of abstract numbers to order. Pupils who are not yet ready to order numbers abstractly may remain working in the concrete stage (using Dienes) and may order two or three numbers rather than four.
	GDS CHALLENGE	Increase the challenge by giving clues that can have more than one possibility. For example: The ones digit is less than six but greater than one. Can pupils find all the possibilities?	Provide pupils with just the written words and ask them to tell you as much as they can about that number.	• Give pupils a pair of blank number boxes with a < or > sign between them. Ask them to write a 2-digit number in each box (using the digits 0, 1, 3, 6) so that the inequality is correct. How many different	• Constraint for challenge: ask pupils to choose four numbers to order. All numbers must be odd/even and/or a multiple of two/five/ten. • Ask pupils if they can identify numbers that could go in between two of the

				possibilities can they find? • Ask pupils to demonstrate their findings using another manipulative such as Dienes	numbers in their sequence or before/after their sequence.
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Science	Computing	PSHE
LI: Scientific enquiry: Identification and Classification LI: Scientific knowledge: Describe the stages of life from adulthood to old age Assessment focus: Recap: Ask the children to recall the order of the 5 main stages of the human life cycle. Encourage them to think about the differences between some stages. Introduction: Explore the 2 additional stages of the human life cycle - foetus and toddler. Encourage the children to discuss their own experiences of family members expecting babies and whether there are any twins in the class/school. Compare different stages of the human life and identify similarities and differences. Encourage the children to think respectfully about the older generation and how much they can offer the community. It is important to discuss the end of the human life cycle with the children whilst being mindful of their own experiences. Activity: Using knowledge from this lesson and the previous lesson, write a sentence about each stage of the human life cycle. You may need to provide sentences for matching for some of the children.	LI: to use units of distance along with the direction keys in 2Go to move along a route. Assessment focus: <i>I can work out how far a character needs to move in 2Go.</i> <i>I can combine the use of the direction keys and distances to make a character move along a chosen route.</i> Recap: What is a command? Which arrow keys would be used to reach the wolf? Which of these can you control when making a line using digital tools? Introduction: Route definition. Using distances and how to decide how far to move. Activity: Fairytale Land and City Challenge. Children to use the directional buttons/arrow keys and numerical values to travel chosen distances in the correct directions to reach the target.	LI: I can identify some of my hopes and fears for the year.Group Assessment focus: recognising feeling worried and knowing who to ask for help Key Vocabulary: worry, reflect, help Introduction: The Jigsaw Charter • The right to pass • Respect for each other • Confidentiality Activity: Circle time activity on the Jigsaw Charter and sharing ideas about the year ahead. Then move onto worry clouds. On the cloud, children can write or draw one worry they have and one idea for how they can feel better or who they can talk to.
History / Geography	Art / DT	Religious Education
LI: to investigate what school was like in the past.	LI: to look at objects and understand how they move.	LI: to recognise how and why some people celebrate harvest by examining what they say and do.

Assessment focus: Recap: Pair the children. Show the Presentation: Agree or disagree? and read the statement on the slide to the children. Ask them to tell their partner whether they agree or disagree with the statement, and to give reasons for their answer. Introduction: Ask someone, as this would be within ‘living memory’ (roughly the past 100 years). Look at photographs, textbooks, pupils’ exercise books, school log books (items that provide historians with clues about the past). In pairs, ask the children to think of questions they would ask a visitor to find out about what school was like in the past. Show the Presentation: Asking questions and look at the question words. Activity: Formulate questions to ask an older member of the community about what school was like in the past. Ensure the use of question word: who, what, when, where, how, why.	Assessment focus: Recap: Think of five products that have a mechanism with a pivot, which you can remember from last lesson. Once you have thought of five, tell your partner and then give them a high five! Introduction: play the Pupil video: Making linkages and consider leaving this running through the lesson so the children can refer to it while they work. Explain that, rather than just making the linkages, the children can experiment with them by varying their materials and the levers' measurements, altering the card's width and length. Explain that, if needed, the card can be made sturdier by sticking two pieces together. Activity: Hand out the Activity: Linkage diagram (one each) and explain to the children that they will explore making Linkage Systems 1 and 2, which they will use to make their moving monsters. Using the Activity: Linkage diagram, strips of pre-cut card, split pins and uncut card, the children can experiment with making the linkages independently.	Assessment focus: Recap: Tell your partner: Three things people may be grateful for. Two ways people can show thanks. One thing you are thankful for. Introduction: Explain that the people in the pictures are all celebrating something. Ask the children what they think the people are celebrating and what clues led them to their answer. Explain that the images show people celebrating harvest, which is a time of year when crops are ready to be picked and collected. Show slide 7 and explain that worldwide, harvest celebrations have different names and traditions and are called festivals because they celebrate something Activity: Presentation: Why are some people thankful at harvest time? Presentation: What happens at some Harvest festivals in the UK? Which were the two things people thought were most important about celebrating Harvest Festival? (Generosity to people in need and giving thanks for the good things in life.) Why do you think celebrating harvest is important?
PE Reminder: Earrings and other jewellery are not to be worn in school	PE Reminder: Earrings and other jewellery are not to be worn in school	Music
Ll: to track and receive a rolling ball. Skills being focused on: rolling, tracking Warm Up: Move around the area like trains. Teacher calls: Slow train: walk Fast train: jog Side track: sidestep Bumpy track: small jumps Reverse: move backwards Station: stop and find a space away from others	Ll: to develop changing direction and dodging. Skills being focused on: Decision making, following the rules, playing honestly. Warm Up: This content is lovingly crafted and copyrighted by © Get Set 4 Education. You are unauthorised to share, distribute, or reproduce this material, as it is unlawful to do so. Thank you for your co-operation!	Ll: To copy a short sound pattern. Assessment focus: Experiment with, create, select and combine sounds using the inter-related dimensions of music. Warm Up: Remind the children of the animal noises from Lesson 1: Animal sounds using the Presentation: Sounds of safari animals.

Skill Roll and stop, send and track, track this, roller ball. Development:	Skill Hand-eye co-ordination, using equipment safely. Using the space and navigating it sensibly and safely in order to achieve the objective of the game. Development:	Presentation: Sounds of safari animals Display a selection of instruments and ask the children which they think would best represent the noises made by the different animals. Prompt the children to focus on the volume each of the instruments can make. The children may also wish to discuss instruments that are not shown but that they are aware of or have used previously. Skill Listen to the Audio: 'Marimba class' by Neil Sidwell below: Play the music again and walk around the classroom with the children to visit the animal images displayed from the Resource: Safari animals. As they approach the different pictures, ask the children to use their voices and bodies to create sounds and movements portraying the animal shown in the picture. Ask the children to identify which animals suit loud or quiet sounds and why. Display slide 1 of the Presentation: Safari sound patterns, which shows a sound pattern representing an elephant. Development:
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