

Year Group: 1 and 2	Teachers: GEL/ ECσ/ SDa/ LDr	Driver: Science (Plants)	Product:	Topic Title: How does Jack's beanstalk grow?
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			<b>Week 1</b> 6.1.21 Inset day 4.1.21 & 5.1.21 Judaism pause week	<b>Week 2</b> 11.1.21	<b>Week 3</b> 18.1.21	<b>Week 4</b> 25.1.21	<b>Week 5</b> 1.2.21	<b>Week 6</b> 8.2.21 9.2.21 – Safer internet day Inset day 12.2.21
<b>Question of the fortnight</b>			<b>What is Shabbat?</b>	<b>How does Jack's beanstalk grow?</b>		<b>How can you grow a bean plant?</b> <b>(+ The Gigantic Turnip )</b>		
<b>World readiness</b>	<b>Maths</b>	<b>Know</b>	<b>Place Value</b> <b>Y1</b> Know how to count to 15 Know that each number has a numeral <b>Y2</b> Know the place value of tens.	<b>Addition</b> <b>Y1</b> Know that numerals can be used to represent numbers and that symbols can be used to represent adding more or subtracting/less Know that concrete objects can be used to represent the numbers. <b>Y2</b> Know that adding means more and subtracting means less Know that a number line can be used to add and subtract accurately	<b>Subtraction</b> <b>Y1</b> Know that numerals can be used to represent numbers and that symbols can be used to represent adding more or subtracting/less Know that concrete objects can be used to represent the numbers. <b>Y2</b> Know that adding means more and subtracting means less Know that a number line can be used to add and subtract accurately	<b>Multiplication</b> <b>Y1</b> Know that multiplication can be represented by arrays Know that multiplication means times, lots of, groups of <b>Y2</b> Know that you can count in groups of any number using a number line and repeated addition Know that multiplication involves repeated addition and that this can be represented pictorially or using concrete objects	<b>Division</b> <b>Y1</b> Know that division means sharing or grouping <b>Y2</b> Know that multiplication and division facts come in fact families and inverse can be used	<b>Money</b> <b>Y1</b> <b>Y2</b>

	<b>Skill</b>	<p><b>Y1</b> L.C Can you recognise 1 more and 1 less to 15? L.C Can you read and write numbers to 15?</p> <p><b>Y2</b> L.C Can you Count in tens from any number, forward and backward?</p> <p>L.C Can you recognise the place value of tens?</p>	<p><b>Y1</b> L.C Can you read, write and interpret mathematical statements involving addition (+) and equals (=) signs within 15? L.C Can you add one-digit and then two-digit numbers to 15, including zero?</p> <p><b>Y2</b> L.C Can you add numbers using concrete objects and pictorial representations ( a two-digit number and tens)? L.C Can you solve problems with addition using pictorial representations, including those involving numbers?</p>	<p><b>Y1</b> L.C Can you read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs within 15? L.C Can you subtract one-digit and then two-digit numbers to 15, including zero?</p> <p><b>Y2</b> L.C Can you subtract numbers using concrete objects and pictorial representations ( a two-digit number and tens)? L.C Can you solve problems with addition using pictorial representations, including those involving numbers?</p>	<p><b>Y1</b> L.C Can you represent multiplication using arrays? L.C Can you solve one-step problems involving multiplication by calculating the answer using pictorial representations (linked to counting in 2s and 10s)</p> <p><b>Y2</b> L.C Can you calculate mathematical statements for multiplication within the 10 and 2 times tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs? L.C Can you solve problems involving multiplication, repeated addition and mental methods, including problems in contexts?</p>	<p><b>Y1</b> L.C Can you understand that division means grouping or sharing? L.C Can you solve one-step problems involving division, by calculating the answer using pictorial representations (linked to counting in 2s and 10s)</p> <p><b>Y2</b> Can you calculate statements for division within the 10 and 2 times tables and write them using the division (<math>\div</math>) and equals (=) signs?</p> <p>L.C Can you solve problems involving division, repeated addition and mental methods, including problems in contexts?</p>	<p><b>Y1</b> L.C Can you recognise different denominations of coins and notes? L.C Can you know the value of different denominations of coins and notes?</p> <p><b>Y2</b> L.C Can you combine amounts to make a particular value? L.C Can you find different combinations of coins that equal the same amounts of money?</p>
<b>Writing</b>	<b>Know</b>	<p><b>Y1</b> <b>Grammar &amp; Punctuation</b> Know when to use a question mark <b>Composition</b> Know how to make a sentence</p> <p><b>Y2</b> <b>Grammar &amp; Punctuation</b> Know what subordinating conjunctions are (when if that because) <b>Composition</b> Know Common Exception Spellings</p>	<p><b>Y1</b> <b>Grammar &amp; Punctuation</b> Know when to use a question mark <b>Composition</b> <b>Know how to make a sentence</b></p> <p><b>Y2</b> <b>Grammar &amp; Punctuation</b> Know what subordinating conjunctions are (when if that because) <b>Composition</b> Know how to use a range of planning formats</p>	<p><b>Y1</b> <b>Grammar &amp; Punctuation</b> Know that and is used to join ideas within a sentence <b>Composition</b> Know how to orally alter a sentence through adult modelling</p> <p><b>Y2</b> <b>Grammar &amp; Punctuation</b> Know how to use an apostrophes for omission and singular possession <b>Composition</b> Know how to use a range of planning formats</p>			

		<b>Skill</b>	<p><b>Y1</b> <b>Grammar &amp; Punctuation</b> L.C Can recognise question marks? <b>Composition</b> L.C Can you say a sequence of sentences that you can write?</p> <p><b>Y2</b> <b>Grammar &amp; Punctuation</b> L.C Can you recognise and use subordinating conjunctions? <b>Composition</b> L.C Can you spell and write sentences given to you from an adult?</p>	<p><b>Y1</b> <b>Grammar &amp; Punctuation</b> L.C Can you use a question mark? <b>Composition</b> L.C Can you write a sequence of sentences that you have said?</p> <p><b>Y2</b> <b>Grammar &amp; Punctuation</b> L.C Can you recognise and use subordinating conjunctions? <b>Composition</b> L.C Can you plan a piece of writing using a given format? (Story mountains, writing frames)</p>	<p><b>Y1</b> <b>Grammar &amp; Punctuation</b> L.C Can you use and to join sentences? <b>Composition</b> L.C Can you change a sentence orally?</p> <p><b>Y2</b> <b>Grammar &amp; Punctuation</b> L.C Can you begin to use apostrophes for omission?</p> <p><b>Composition</b> L.C Can you plan a piece of writing using a given format? (Story mountains, writing frames)</p>		
			<b>Reading</b>	<b>Know</b>	<p><b>Y1</b> Know how to use vocabulary to help understand the story</p> <p><b>Y2</b> To show some understanding of books appropriate to age, that they can already read and listen to</p>	<p><b>Y1</b> Know more than one key story, including traditional and fairy tales. <b>Y2</b> Know a wider range of stories, fairy stories and traditional tales.</p>	<p><b>Y1</b> Know how to make contributions in a group <b>Y2</b> Know how to ask appropriate questions</p>
					<b>Skill</b>	<p><b>Y1</b> Retrieval L.C Can you use context and vocabulary provided to understand texts?  GDS Retrieval L.C Can you be aware of mistakes made because reading does not make sense?</p> <p><b>Y2</b> Retrieval L.C Can you use prior knowledge and context to understand texts? (use of non fiction texts to find information)</p>	<p><b>Y1</b> Context L.C Can you know more than one key story, including traditional and fairy tales?  GDS Context L.C Can you tell someone about likes and dislikes related to story? <b>Y2</b> Context L.C Can you talk about and give an opinion on fairy stories and traditional tales?</p>

	Computing – Creating media	Know	<p><b>Y1</b> Know how to log on to a computer?</p> <p>Know you can interact with a computer using a keyboard?</p> <p><b>Y2</b> Know that music make us think and feel different things?</p> <p>Know that there are patterns in music? (Rhythm)</p>	<p><b>Y1</b> Know that different tools that can be used in word processors to change the look of the text?</p> <p>Know that we can change the look of text to achieve different outcomes?</p> <p><b>Y2</b> Know music can be created for a purpose?</p>
		Skill	<p><b>Y1</b> <b>Met</b> - Can you open a word processor? Can you identify and find keys on a keyboard? Can you use backspace to remove text?</p> <p><b>GDS</b> – Can you use enter to start a new line?</p> <p>Laptops/filming on iPads – evidence on Seesaw</p> <p><b>Y2</b> <b>Met</b> - Can you use a computer to experiment with pitch and duration? Can you use a computer to create a musical pattern using three notes?</p> <p><b>GDS</b> – Can you record sounds into software and playback?</p> <p>Laptops/filming on iPads – evidence on Seesaw</p>	<p><b>Y1</b> <b>Met</b> - Can you use letter, number, and space keys, including typing capital letters? Can you identify the toolbar and use bold, italic, and underline? Can you compare using a computer with using a pencil and paper?</p> <p><b>GDS</b> – Can you explain the effects of using bold, italic and underline in a word processor?</p> <p>Laptops/filming on iPads – evidence on Seesaw</p> <p><b>Y2</b> <b>Met</b> - Can you identify simple differences in pieces of music? Can you save and retrieve your music? Can you create music for a purpose?</p> <p><b>GDS</b> – Can you insert pre-recorded sounds into a presentation?</p> <p>Online safety focus - Health, wellbeing and lifestyle (<i>Safer internet day 9.2.21</i>) Picture/screenshot – evidence on seesaw</p> <p><b>Y1 and 2</b> Can you follow the school's safer internet rules? Can you use search engines agreed by the school?</p> <p>Laptops/pictures of school's rules – evidence on Seesaw</p>

	<b>Science - DRIVER</b>	<b>Know</b>	<p><b>Y1</b> Identify the basic structure of a variety of flowering plants including trees</p> <p><b>Y2</b> Know plants need water, light and right temperature to grow and stay healthy Many plants provide us with food by bearing fruits which carry their seeds. When farmers grow plants to provide us with food, these are called crops.</p> <p><b>Y2</b> Know plants need water, light and right temperature to grow and stay healthy</p>	<p><b>Y1</b> Name deciduous (Acer, Maple, Oak, Larch, Sycamore) and evergreen trees (Pine, Spruce, Red Cedar, Holly)</p> <p>Deciduous trees lose their leaves in the autumn every year. Their leaves are generally broad, flat and have veins running through them.</p> <p>Evergreen trees have green leaves all year round. Their leaves are generally thick, waxy and narrow like needles.</p> <p>Name a variety of common wild and garden plants. People may grow plants in their gardens and care for them. They may grow flowering plants which are beautiful to look at or beans and seeds to grow plants for food. When plants are grown for food, this may be called a herb garden or vegetable patch.</p> <p><b>Y2</b> Seeds and bulbs grow into mature plants/flowers. Know plants provide us with food by bearing fruits. Know plants can move, grow, react to change, absorb nutrients and reproduce.</p> <p>We also eat different parts of vegetable plants: root vegetables (carrots, potatoes) stem vegetables (celery, spring onion) leafy vegetables (cabbage, lettuce) flowering vegetables (cauliflower, broccoli)</p>
		<b>Skill</b>	<p><b>Y1</b> <b>Met</b> - Can you name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant? Can you name the roots, trunk, branches and leaves of a tree?</p> <p><b>GDS</b> - Can you describe the parts of a plant (roots, stem, leaves, flowers)?</p> <p><b>Y2</b> <b>Met</b> - Can you describe what plants need to survive? Can you find out &amp; describe how plants need water, light and a suitable temperature to grow and stay healthy?</p> <p><b>GDS</b> - Can you describe what plants need to survive and link it to where they are found?</p>	<p><b>Y1</b> <b>Met</b> - Can you recognise deciduous and evergreen trees? Can you identify and name a range of common plants and trees?</p> <p><b>GDS</b> - Can you describe the difference between deciduous and evergreen trees? Can you describe a range of common plants and trees?</p> <p><b>Y2</b> <b>Met</b> - Can you observe and describe how seeds and bulbs grow into mature plants?</p> <p><b>GDS</b> - Can you explain that plants grow and reproduce in different ways?</p>

	Working Scientifically	Skill	<p><b>Y1</b> <b>Met</b> - Can you identify and classify things you observe?</p> <p><b>GDS</b> - Can you talk about similarities and differences?</p> <p><b>Y2</b> <b>Met</b> - Can you organise things into groups?</p> <p><b>GDS</b> - Can you explain your reasoning for grouping plants in a certain way?</p>	<p><b>Y1</b> <b>Met</b> - Can you give a simple reason for your answers? Can you explain what you have found out?</p> <p><b>GDS</b> - Can you explain what you have found out using scientific vocabulary?</p> <p><b>Y2</b> <b>Met</b> - Can you identify plants by specific criteria?</p> <p><b>GDS</b> - Can you suggest more than one way of grouping plants and explain your reasons?</p>
	PLT Focus	Can you find something out on your own?	Can you work in a team?	Can you talk about your learning?

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Well Being	PSHE - being safe: Cyber, Gaming and CSE	Know		<p>Know what steps can be taken to make certain situations safer.</p> <p>Know that, at times, there might be things stopping us from staying safe and following rules.</p> <p>Understand how to keep themselves safe in a range of situations.</p> <p>Understand who has the job/role in keeping us safe.</p>	<p>Know what steps can be taken to make certain situations safer.</p> <p>Understand how to keep themselves safe in a range of</p> <p>Understand what is meant by the term 'privacy' or 'keeping something private'.</p> <p>Know about the different ways people of their age can have fun on the computer/technology and how to do this safely.</p> <p>Know why it's a good idea to have a username when playing a game online.</p> <p>Understand that there might be things online that are upsetting or confusing and how to ask for help if this happens.</p>			

	<b>Skill</b>		<p><b>Y1 and 2</b> Can you identify people who work in the community and how to ask for help? Can you describe what privacy means? Can you identify household products are hazards if not used properly?</p> <p><b>GDS</b> – Can you explain the importance of keeping your privacy?</p>	<p><b>Y1 and 2</b> (Online safety link through rules) Do you understand why rules are important in keeping us safe? Can you explore rules and ways of keeping safe? Do you understand that they share a responsibility for keeping yourself and others safe?</p> <p><b>GDS</b> – Can you explain the possible effects of having no rules to keep us safe?</p>
<b>PE - Dance</b>	<b>Know</b>	<p><b>Y1</b> Know how to move safely around a space with control</p> <p>Know that movements can be made up of one body part or multiple body parts</p> <p><b>Y2</b> Know that co-ordination means controlling the way you move</p> <p>By using your ideas in dance, you are being imaginative</p> <p>Know that changing rhythm, direction and speed in your dance can have a positive impact on the dance</p>	<p><b>Y1</b> Understand that copying dance moves is okay as it provides ideas.</p> <p>Know that an action is a movement using a part of your body</p> <p>Know that repeat means do the same thing over again</p> <p>Know that putting a sequence of movements together forms a short dance</p> <p><b>Y2</b> Understand that mood and feelings can be expressed through the way we move in dance</p> <p>Know that linking something means joining together. (e.g. linking movements together to make a short dance)</p>	<p><b>Y1</b> Know that rhythm and expression are key parts in performances during dance</p> <p>Understand that the word dynamic means movement</p> <p><b>Y2</b> Understand that dance has a positive effect on your body</p> <p>Understand that dance is a way of keeping active</p> <p>Know that physical activity keeps our body healthy</p>

	<b>Skill</b>	<p><b>Y1</b>  <b>Met</b> – Can you move to music? Can you make up a short dance? Can you move around the space safely and with control? Can you vary the way you use space?</p> <p><b>GDS</b> – Can you explain why space is important when performing a dance?</p> <p><b>Y2</b>  <b>Met</b> – Can you perform body actions with control and co-ordination? Can you link actions? Can you dance imaginatively? Can you change rhythm, speed, level and direction?</p> <p><b>GDS</b> – Can you explain the importance of changing rhythm, speed, level and direction during a performance?</p>	<p><b>Y1</b>  <b>Met</b> – Do you choose appropriate movements for different dance ideas? Can you explore and perform basic body actions? Can you copy, remember and repeat short dance phrases and simple dances?</p> <p><b>GDS</b> – Can you perform a dance from memory to an audience?</p> <p><b>Y2</b>  <b>Met</b> – Can you remember and repeat dance phrases? Can you describe the mood, feelings and expressive qualities of dance? Can you choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling?</p> <p><b>GDS</b> – Can you explain the dynamic qualities you used during your performance in relation to mood and feeling?</p>	<p><b>Y1</b>  <b>Met</b> – Can you describe how your lungs and heart work when dancing? Do you show some sense of dynamic, expressive and rhythmic qualities in your own dance? Do you use different parts of the body singly and in combination?</p> <p><b>GDS</b> – Can you explain the effect of dance on your lungs and heart?</p> <p><b>Y2</b>  <b>Met</b> – Do you know why it is important to be active? Can you suggest ways you could improve your work? Can you describe how dancing affects your body? Can you perform short dances, showing an understanding of expressive qualities?</p> <p><b>GDS</b> – Can you suggest ways that others can improve their work?</p>
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<b>Community</b>	<b>History – ENHANCER</b> Knowledge & interpretation/ Historical enquiry	Know					
	Skill		<p><b><u>Christopher Columbus – significant person</u></b></p> <p><b><u>Y1 Knowledge and interpretation</u></b>  <b>Met</b> - Can you appreciate that some famous people have helped our lives be better today?</p> <p><b>GDS</b> – Can you tell us about an important historical event that happened in the past?</p> <p><b><u>Y2 Knowledge and interpretation</u></b>  <b>Met</b> – Can you recount the life of someone significant who lived in the past giving attention to what they did earlier and what they did later?</p> <p><b>GDS</b> - Can you explain why someone in the past acted in the way they did?</p>	<p><b><u>Christopher Columbus – significant person</u></b></p> <p><b><u>Y1 Historical enquiry</u></b>  <b>Met</b> - Can you answer questions using an artefact/ photograph provided?</p> <p><b>GDS</b> - Can you answer questions using a range of artefacts/ photographs provided?</p> <p><b><u>Y2 Historical enquiry</u></b>  <b>Met</b> - Can you answer questions by using a specific source, such as an information book?</p> <p>Can you research the life of a famous Briton from the past using different resources to help you?</p> <p><b>GDS</b> - Can you say at least two ways you can find out about the past, for example using books and the internet?</p>			
Geography – Geographical knowledge	Know						<p><b>Y1</b> Name some main towns and cities in the UK - including Nottingham, Derby  Know where the equator, North Pole and South Pole are on a globe/atlas  Know Great Britain is an island, surrounded by sea: Irish Sea, North Sea and English Channel  Each of the UK countries have a flag, a capital city and a national flower</p> <p><b>Y2</b> Name the major cities of England, Wales, Scotland and Ireland: Capitals London, Cardiff, Dublin, Belfast, Edinburgh  Find where they live on a map of the UK: Find Nottingham/Derby, Long Eaton, Beeston, Borrowash, Draycott, Breaston  Know the country where they live is called England and the city they live is Nottingham</p>

	Skill			<b>Y1 Geographical knowledge</b> <b>Met</b> - Can you name some of the main towns and cities in the United Kingdom?  <b>Y2 - Geographical knowledge</b> <b>Met</b> - Can you name the major cities of England, Wales, Scotland and Ireland?
	RE	Topic 4 – Books Week 1 - 4	Topic 5 – Thanksgiving Week 5 and 6 (will need 2 weeks after Feb half term to finish topic)	
	Scripture Stories	Week 1 – 3  Visitors from the East Matthew 2:1-12 CCB: Pg. 1447-1450  Thinking about our new journey as we venture into 2021	Week 4-6  On the Road to Emmaus Luke 24: 13-35 CCB: Pg. 1643  Thinking about our new journey as we venture into 2021	
Relationship Education				

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
		6.1.21 Inset day 4.1.21 & 5.1.21	11.1.21	18.1.21	25.1.21	1.2.21	8.2.21 Inset day 12.2.21	
<b>Creativity</b>	Art - Sculpture	Know	<p><b>Y1</b> Know how to cut, roll and coil materials Know how to manipulate clay, dough or plasticine Know what different shapes you can make</p> <p><b>Y2</b> Know how to add shapes and lines to improve your work Know what a finger pot is Know how to join clay, dough or plasticine together</p>		<p><b>Y1</b> Know what the word texture means Know that texture improves the look at feel of your sculpture</p> <p><b>Y2</b> Know what a pot is Know what tools to use to create a pot Name some techniques to use when creating a pot Now how to sculpt and manipulate clay</p>			
		Skill	<p><b>Y1</b> <b>Can you draw using pencil and crayons?</b></p> <p><b>Can you draw lines of different shapes and thickness, using 2 different grades of pencil?</b></p> <p><b>Y2</b> <b>Can you use three different grades of pencil in your drawing (4B, 8B, HB)?</b></p> <p><b>Can you use charcoal, pencil and pastels?</b></p>		<p><b>Y1</b> <b>Met</b> - Can you cut, roll and coil materials such as clay, dough or plasticine?  Can you make different kinds of shapes?</p> <p><b>GDS</b> - Can you make shapes in different ways and explain how you have done it?</p> <p><b>Y2</b> <b>Met</b> - Can you add line and shape to your work?  Can you join two finger pots together?</p> <p><b>GDS</b> - Can you explain how you have joined two finger pots?</p>		<p><b>Y1</b> <b>Met</b> - Can you add texture by using tools?  <b>GDS</b> - Can you talk about why a tool is used for a specific job?</p> <p><b>Y2</b> <b>Met</b> - Can you make a clay pot?  <b>GDS</b> - Can you use a variety of tools to make a clay pot?</p> <p>Remote learners Y2 - <u>L.C Can you show patterns and texture in drawings?</u></p>	
	DI - Use of materials.	Know	<p><b>Y1</b> Know that in order to cut food safely, describe the texture of foods and decorate food they need to wash their hands and make sure the surfaces are clean.</p> <p><b>Y2</b> Know how to be hygienic in the kitchen and describe the properties of ingredients.</p>		<p><b>Y1</b> Know how to describe the properties of materials, cut materials with scissors and say why they have chosen moving parts for their product that moves.</p> <p><b>Y2</b> Know the properties of materials to make sensible choices for construction to incorporate movement into their model. Develop their own ideas from initial starting points to improve their construction/model.</p>			

		<b>Skill</b>	<p><b>Judaism pause week – skills from cooking and nutrition strand</b></p> <p><b>Y1</b> Can you explain what they want to do?</p> <p><b>GDS</b> – Can you explain what they want to do in detail?</p> <p><b>Y2</b> Can you think of ideas and plan what to do next?</p> <p><b>GDS</b> – Can you think of ideas and plan what to do next in detail?</p>		<p><b>Y1</b> <b>Met</b> - Can you explain what you are making?</p> <p>Can you explain what tools you are using?</p> <p><b>GDS</b> – Can you explain using the correct vocabulary to describe what you are doing?</p> <p><b>Y2</b> <b>Met</b> - Can you use join materials/components together in different ways?</p> <p><b>GDS</b> – Can you explain how you joined materials/components together using the accurate vocabulary?</p>
		<b>Know</b>	<p><b>Y1</b> <b>Y2</b></p>	<p><b>Y1</b> <b>Y2</b></p>	<p><b>Y1</b> <b>Y2</b></p>
	<b>Oracy</b>	<b>Skill</b>	<p><b>Y1</b> L.C Can you ask questions to get more information?</p> <p><b>Y2</b> L.C Can you decide when to use specific vocabulary?</p>	<p><b>Y1</b> L.C Can you retell a well-known story and remember the main characters?</p> <p><b>Y2</b> L.C Can you retell a story and use narrative language and linking words and phrases?</p>	<p><b>Y1</b> L.C Can you join in conversations in a group?</p> <p><b>Y2</b> L.C can you ask questions to find out more information and clarify meaning?</p>
	<b>Music – exploring pitch and sounds</b>	<b>Knowl</b>	<p><b>Y1</b> <b>Y2</b></p>	<p><b>Y1</b> <b>Y2</b></p>	<p><b>Y1</b> <b>Y2</b></p>
		<b>Skill</b>	<p><b>y1</b> Can you make different sounds with their voice?</p> <p><b>y2</b> Can you choose sounds which create an effect?</p>	<p><b>y1</b> Can you make different sounds with instruments?</p> <p><b>y2</b> Can you use symbols to represent sounds?</p>	<p><b>y1</b> Can you identify changes in sounds?</p> <p><b>y2</b> Can you make connections between notations and musical sounds?</p>