**Topic Title: Beatrix Potter Year/Key stage: YEAR 2**

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| **Week** | **Learning Intentions:** *Children Learn* | **Suggested Activities** |
| Week 1 | To be able to listen and respond to pitch changes | BB hello and revise soh me lah doh characters.  Introduce topic – Beatrix Potter and countryside/spring  Puppets of Potter animals – pass the puppet  Play high middle or low sound – children make appropriate body shape  Play word rhythms game ‘In Mr MacGregors garden we can see’…. clap rhythm of each item.  Paired activity - create word rhythms |
| Week 2 | To be able to sing back simple phrases (smld)  To be able to sing an ostinato | Mr Mole sings hello children and they sing back at correct pitch.  Play I have sounds, 123 from Sue Nicholls books  Identify 3 sounds (smd).  Introduce Peter Rabbit, Mrs Tiggywinkle and Squirrel Nutkin  Teach Beatrix Potter character song. Half sing melody half tap pulse. Create an ostinato to sing.  Half sing ostinato and half melody. SWAP at end of song and repeat. |
| Week 3 | To be able to play a tuned ostinato  To be able to follow a graphic score smd | Hellos SMLD with Mole puppet. HA to lead.  Revise song from previous week and play tuned ostinato on boom whackers.  Use pics of characters from song to learn to play melody using smd. Follow notation of mole, hedgehog, squirrel  Perform song on Tuned Percussion. |
| Week 4 | To be able to create a graphic score using smd | Hello SMLD with Mole puppet . HA to lead.  Pulse games with actions.  Make sequences of smd in pairs  Use notation of mole, hedgehog, squirrel and play own sequence on tuned percussion. |
| Week 5 | To be able to select sounds to represent a character | Revise notations from previous week and make pictures of different hellos.  Choose a Beatrix Potter story and introduce characters/learn song.  Explore percussion sounds to represent characters/elements of story. Link to SMD learning i.e. squirrel should be a high sound etc |
| Week 6 | To be able to take part in a performance  To be able to evaluate performance | Hello to group and we all use handsigns to show the pitch used.  Revise games from the unit accordingly.  Practice story song and sounds as necessary.  Perform story and evaluate using key questions. |

**Topic Title: Space race Year/Key stage: YEAR 2**

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| **Week** | **Learning Intentions:** *Children Learn* | **Suggested Activities** | **Notes for class teacher/support staff**  **Differentiation** |
| Week 1 | To be able to listen and respond to pitch changes | **Warm up:** BB hello and revise soh me lah doh characters. Copy back patterns and sign.  Introduce topic – Beatrix Potter and countryside/spring  Puppets of Potter animals – pass the puppet  **Main:**  Dalcroze activity – move to music when I stop play high middle or low sound – children make appropriate shape  Play I went to the market but change to ‘In Mr MacGregors garden we can see’….use veg from shopping bag. All clap rhythm of each item.  Paired activity - children choose something from the garden and clap the words together i.e. carrots.  Play word rhythm on s m d chimes.  **Plenary:** Play the game again with children playing their veg words - Whose chime sounded highest? Lowest? What do you notice about the size of their chimes? | **Support with singing solo/could sign for the children**  **TA video focus group**  **HA will lead by example**  **Support LA with clapping words correctly**  **Support SEN with memory by using props**  **Video focus children** |
| Week 2 | To be able to sing back simple phrases (smld)  To be able to sing an ostinato | **Warm up:** BB hello and introduce his friend Mr Mole.  Use Mole puppet to sing ‘Mr Mole lives in his hole (sm) Sing with him (d) .  Mr Mole sings hello children and they sing back at correct pitch.  Teach Game - On a log from SGR. Can children identify the new character? (lah)  **Main:**  Revise chimes SMD and children show pitch with hands. Play I have sounds, 123 from Sue Nicholls books  Identify 3 sounds (smd).  Introduce Peter Rabbit, Mrs Tiggywinkle and Squirrel Nutkin  Teach Beatrix Potter character song to Tinker Tailor melody – Peter Rabbit, Squirrel Nutkin, Mrs Tiggywinkle, Mr Tod.  Half sing song/ half tap pulse with Boomwhackers.  Use ‘Mr Tod’ to create an ostinato on ‘doh’ and practice.  Half sing ostinato and half melody – you keep pulse. SWAP at end of song and repeat.  **Plenary:** How did we accompany our song today? Which words made up our ostinato? Can anyone make a up a different ostinato using other words? Try children’s ideas and sing. | **TA Video focus children singing hellos**  **HA could lead by singing the hello**  **TA support LA by using handsigns to show melody of song**  **HA could play the sounds**  **TA video focus children ability to sing**  **ostinato** |
| Week 3 | To be able to play a tuned ostinato  To be able to follow a graphic score smd | **Warm up:** Hello BB and characters. HA focus children to lead hello with puppets.  Revise Mr Mole song from previous week. Repeat activity with Mole puppet showing SMD. Non focus children to lead.  **Main:**  Revise Peter Rabbit song from previous week. Clap rhythm of each character name.  Divide children into 4 groups. Play different character name rhythms i.e. Mr Tod etc. Can children step their rhythm when you play it?  What do you notice about the 4 rhythms? Which did we use as our ostinato in previous week?  Dragonflies learn ostinato/Frogs revise. Mixed ability groups  Show tuned percussion and boom whackers and repeat playing ostinatos and singing as in previous week – HA to play pulse on xylophone C G  Show pics of characters from song.  (S – Squirrel Nutkin, M – Tommy Tittlemouse, D – Mr Tod)  Ask a child to arrange them in a sequence.  All sing SMD as notated. Ask a child to change them to make a different sequence etc.  **Plenary:** Can you tell your partner something you improved at today? Share responses and consolidate terms ostinato, pulse, SMD and HML. | **TA video focus children leading hello**  **TA help CT assess non focus children x can identify H/M/L sounds**  **TA video LA focus children being supported by peer in mixed groups to step rhythms**  **TA video HA playing pulse**  **TA support LA with identifying characters and matching to SMD.** |
| Week 4 | To be able to create and play a graphic score using smd | **Warm –up**: Hello BB. Find picture cards of sequence characters.  Pass round Mr Mole. Sing song (to Jack in Box from SS1 tune):  Mr Mole lives in a hole  No one knows where he will go  Wait a minute and up he pops  Can he sing my tune?  Give the child with Mr Mole a SMLD phrase to copy. Can they sing back and show pitch with Mr Mole? HA SMLD mixed/MA SMLD in order/LA S M only.  Repeat game.  **Main:** Show pictures of characters and revise S/M/D sing and clap their names to the correct pitch. Model singing and clapping the sequence without gaps. Ask a child to change the pictures to make a new sequence.  Using mini character cards, make sequences of smd in pairs. Sing and clap their sequences. HA support LA.  Hear a few pairs – can anyone play their sequence on tuned percussion.  Ext – play on a log or pass the puppet to say goodbye  **Plenary:** Which sequences did you enjoy today? What did they do well? | **TA Assess x can copy back SMLD phrases**  **TA video differentiated SMLD phrases**  **TA support EAL /SEN by showing the video and discussing skills using musical vocab** |
| Week 4 alternative |  | **Warm –up**: Hello BB. Find picture cards of sequence characters.  Mr Mole from previous week. Give to children on assessment grid who need a go. HA SMLD mixed/MA SMLD in order/LA S M only.  **Main:**  Revise Peter Rabbit song and how to sing using solfa.  Show chimes and revise which is S M D.  Use the words of the song and invite children to play own SMD patterns  Paired work – make up on SMD patterns  **Plenary:** Parachute games |  |
| Week 5 | To be able to select sounds to represent a character | **Warm up:** Hello BB and find all woodland creatures.  Revise notations from previous week and make pictures of different hellos.  Pass round Mr Mole. Sing song (to Jack in Box from SS1 tune):  Mr Mole lives in a hole  No one knows where he will go  Wait a minute and up he pops  Can you sing his tune?  Give the child with Mr Mole a SMLD phrase to copy. Can they sing back and show pitch with Mr Mole? HA SMLD mixed/MA SMLD in order/LA S M only.  Read the Happy Hedgehog Band and introduce characters.  Teach chant and actions for each hedgehog drum.  Divide into 4 groups and play chant one after the other.  Show selection of percussion sounds. Ask focus children to suggest sounds to represent different characters.  Link to SMD learning i.e. squirrel should be a high sound etc  Divide children into character groups and ask them to practice their sounds.  **Plenary:** Hear each group – does this sound suggest that character? What is good? What could be changed to make the sound better? | **TA to video focus children and lead game as you assess x can copy back SMLD phrases**  **TA video focus children selecting sounds** |
| Week 6 | To be able to take part in a performance  To be able to evaluate performance | **Warm up:** Aerobics and leaders. Hello BB and Mr Mole.  Mr Mole game as in previous week.  Mr Mole lives in a hole  No one knows where he will go  Wait a minute and up he pops  Can you sing his tune?  Give the child with Mr Mole a SMLD phrase to copy. Can they sing back and show pitch with Mr Mole? HA SMLD mixed/MA SMLD in order/LA S M only.  Revise story of the Happy Hedgehog Band and show children on whiteboard which animal they chose last week .  Explain today we will do a performance of the story.  Ask drummers to play every time they hear their words in the story. Other children can repeat words and tap.  Practise  Show animal characters from previous week. Revise how sounds should be made to represent that animal i.e. quiet, scratchy, high etc  Children all practise their sounds in character groups  Hear each group and invite comments.  **Plenary:** Perform story and evaluate using key questions.  Ext game the children choose | **TA lead game – T assess**  **TA support LA focus children**  **TA video performance** |

Emily Forrester has made cards already with these pictures on. Please ask to borrow:









