



Medium Term Planning Class 2 – Summer 1 – It's Time for Africa

	History	Geography	PSHE (planned)	Science	Art/D.T.	P.E.	R.E	Computing	Music
National Curriculum Links Learn more, know more, remember more	<p>Pupils should be taught about ..</p> <p>Yr 2 The lives of significant individuals in the past who have contributed to national and international achievements. Events beyond living memory that are significant nationally or globally</p> <p>Yr 3 / 4 An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A non-European society that provides contrasts with British history</p>	<p>Pupils should be taught to...</p> <p>Location Knowledge Yr 2 Name and locate the world's seven continents and five oceans</p> <p>Location knowledge Yr 3/4 Locate the world's countries. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p> <p>Place knowledge Yr 2 Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Place Knowledge Yr 3/4 Understand geographical similarities and differences through the study of human and physical geography</p> <p>Geographical skills and fieldwork Yr 2 Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Geographical fieldwork Yr 3/4 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Human geography link to Global Neighbours - investigate the causes and impacts of the situation around which they are taking-action and explain how it is preventing people from living a full life</p>	<p>Jigsaw</p> <p>Relationships</p> <p>Puzzle Outcome Help me fit together the six pieces of learning about relationships to create a 'relationship fiesta'</p> <p>Global Neighbours - explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world</p>	<p>Pupils should be taught to...</p> <p>Living Things and their Habitats Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Animals Including Humans Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Pupils should be taught to...</p> <p>Year 2 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Year 3 / 4 To create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Pupils should be taught to..</p> <p>Yr 2 Participate in team games, developing simple tactics for attacking and defending.</p> <p>Yr 3 / 4 Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p>Planned</p> <p>Global Neighbour - Explore perspectives within two or more faiths, on matters of poverty, inequality, charity and justice.</p>	<p>Pupils should be taught to...</p> <p>Yr 2 Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Yr 3 / 4 Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p>	<p>Music Pupils should be taught to..</p> <p>Yr 2 Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Yr 3 / 4 Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Global Neighbour - Engage thoughtfully with a diverse range of voices and stories, not least from people and communities directly affected by poverty and injustice. (Uganda Musician)</p>

Session 1	<p>Research significant individuals John Speke and Henry Stanley</p> <p>Research based – who is John Speke/Henry Stanley? Why are they significant? What did they do that impacts on today? What do we need to know and how can we research this? (Include landmarks of significance)</p>	<p>Where in the world?</p> <p>Look at the world map, identifying continents, oceans and key features such as the equator. Where is Uganda? Are there any interesting Geographical facts?</p>	<p>Family Roles and Responsibilities</p>	<p>Identify and classify habitats to types of animals and their needs.</p> <p>Why does the Giraffe survive best in Africa? Can you take a fish out of water? How many ways can you sort and group – looking at venn diagrams and flow charts.</p>	<p>Drawing and Sketching</p> <p>Based on artefacts and items of interest.</p>	<p>Cricket</p>	<p>What rules are important? How is the Golden Rule important?</p>	<p>Purple Mash Location Knowledge</p>	<p>Perform</p> <p>Learn and perform an East African Kiswahili song. Learn the song – along with visit of an African drummer. Learn some dance moves to accompany the song. Build to performance for video and Class 1.</p>
Knowledge and skills session 1	<p>Milestone One</p> <p>Use artefacts, pictures and stories to ask questions and find answers about the past. Describe historical events Describe significant people from the past. Recognise there are reasons why people in the past acted as they did.</p> <p>Milestone Two</p> <p>Use evidence to ask questions and find answers about the past. Describe characteristics, social, ethnic or religious diversity of society.</p>	<p>Milestone One</p> <p>Use maps and atlases to identify the UK and its countries as well as the world continents and oceans.</p> <p>Milestone Two</p> <p>Use maps/atlas and digital mapping to locate countries and describe their key features.</p>	<p>PSHE</p> <p>can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>SE</p> <p>I can describe how taking some responsibility in my family makes me feel</p>	<p>Milestone One</p> <p>Explore and compare differences between things that are living.</p> <p>Milestone Two</p> <p>Recognise living things can be grouped in a number of ways. Explore and use classification keys.</p>	<p>Milestone One</p> <p>Draw lines of different sizes and thickness. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.</p> <p>Milestone Two</p> <p>Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture</p>	<p>Class Two</p> <p>To be able to learn the positions, and the basic skills involved in catching, fielding and striking.</p> <p>Milestone One</p> <p>Use the terms ‘opponent’ and ‘team mate’</p> <p>Develop tactics</p> <p>Lead others.</p> <p>Milestone Two</p> <p>Throw and catch with accuracy. Strike a ball, field and control. Follow the rules of the game and play fairly. Lead others and act as a respectable team member.</p>	<p>Emerging: • Recall and talk about the Golden Rule</p> <p>Expected: • Give examples of rules for living and suggest ways in which the Golden Rule might have an impact on the behaviour of those who try to keep it and people with whom they deal</p> <p>Exceeding: • Explain some similarities and differences between the Golden Rule and one other code for living. Explain how the Golden Rule is used by Christians and the followers of at least one other religion or non-religious belief system</p>	<p>Linked to Geography Milestones.</p> <p>Milestone One</p> <p>Use simple databases to record information in areas across the curriculum</p> <p>Milestone Two</p> <p>Devise and construct databases using applications designed for this purpose in areas across the curriculum.</p>	<p>Milestone One</p> <p>Take part in singing, accurately following the melody. Follow instructions on how and when to sing. Imitate changes in pitch.</p> <p>Milestone Two</p> <p>Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice.. Perform with control and awareness of others</p>
Session 2	<p>Research significant individuals – continued ...</p> <p>John Speke and Henry Stanley</p> <p>Research based – who is John Speke/Henry Stanley? Why are they significant? What did they do that impacts on today? What do we need to know and how can we research this? (Include landmarks of significance)</p>	<p>What is Uganda like?</p> <p>Researchers. Knowledge grids, facts files, ask an expert. Researching, collecting and sharing information.</p>	<p>Friendship</p>	<p>Investigate how habitats are linked to survival.</p> <p>Design/locate an ideal habitat – based on research of the animal’s needs. Impact of Poaching and the growing interest in Eco tourism – We are going on Safari.</p>	<p>Drawing and Sketching</p> <p>Based on artefacts and items of interest.</p>	<p>Rounders</p>	<p>What important messages are in the Ten Commandments? How do they help Jewish people know how to live?</p>	<p>Purple Mash Location Knowledge</p>	<p>Perform continued</p> <p>Learn and perform an East African Kiswahili song. Learn the song – along with visit of an African drummer. Learn some dance moves to accompany the song. Build to performance for video and Class 1.</p>
Knowledge and skills session 2	<p>Milestone One</p> <p>Use artefacts, pictures and stories to ask questions and find answers about the past. Describe historical events Describe significant people from the past. Recognise there are reasons why people in the past acted as they did.</p> <p>Milestone Two</p> <p>Use evidence to ask questions and find answers about the past. Describe characteristics, social, ethnic or religious diversity of society.</p>	<p>Milestone One</p> <p>To ask and answer Geographical questions. What is this place like? What would we be likely to see? What do people do in this place. Identify key features and use geographical terms. Is Uganda coastal? Is it mainly arid? Is there desert? Etc</p> <p>Milestone Two</p> <p>Ask and answer Geographical questions about the physical and human characteristics of a location.</p>	<p>PSHE</p> <p>I can identify and put into practice some of the skills of friendship ie. taking turns, being a good listener</p> <p>SE</p> <p>I know how to negotiate in conflict situations to try to find a win-win solution</p>	<p>Milestone One</p> <p>Can identify suitable habitats and how that habitat provides for the basic needs to the animals and plants living there.</p> <p>Milestone Two</p> <p>Recognise that environments can change and this can pose a danger to habitats.</p>	<p>Milestone One</p> <p>Draw lines of different sizes and thickness. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.</p> <p>Milestone Two</p> <p>Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture</p>	<p>Class Two</p> <p>To be able to learn the positions, and the basic skills involved in catching, fielding and striking.</p> <p>Milestone One</p> <p>Use the terms ‘opponent’ and ‘team mate’</p> <p>Develop tactics</p> <p>Lead others.</p> <p>Milestone Two</p> <p>Throw and catch with accuracy. Strike a ball, field and control. Follow the rules of the game and play fairly. Lead others and act as a respectable team member.</p>	<p>Emerging: • Recall and talk about some of the Ten Commandments</p> <p>Expected: • Give examples of rules for living from Judaism and suggest ways in which they might help believers act in particular situations</p> <p>• Discuss ideas about how people decide right and wrong</p> <p>Exceeding: • Express ideas about right and wrong, good and bad for themselves, thinking about the ideas in the Ten Commandments</p>	<p>Linked to Geography Milestones.</p> <p>Milestone One</p> <p>Use simple databases to record information in areas across the curriculum</p> <p>Milestone Two</p> <p>Devise and construct databases using applications designed for this purpose in areas across the curriculum.</p>	<p>Milestone One</p> <p>Take part in singing, accurately following the melody. Follow instructions on how and when to sing. Imitate changes in pitch.</p> <p>Milestone Two</p> <p>Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Perform with control and awareness of others</p>

Session 3	<p>Research significant individuals – continued John Speke and Henry Stanley</p> <p>Research based – who is John Speke/Henry Stanley? Why are they significant? What did they do that impacts on today? What do we need to know and how can we research this? (Include landmarks of significance)</p>	<p>What is Uganda like? Continue session 2</p>	<p>Keeping Myself Safe Online</p>	<p>Les go shopping! Explore how animals obtain food. The circle of life – food chains and survival. Gathering at the watering hole.</p>	<p>Painting Look at the different painting and art works of famous Uganda artists. Plan how to replicate – inspired by different artefacts, clothes and patterns. Justin Igala and Jukko Hoods</p>	Tennis	<p>What does Christianity say about how to live a good life?</p>	<p>Purple Mash Data</p> <p>Using computing to record and analyse data.</p>	<p>Perform continued</p> <p>Learn and perform an East African Kiswahili song. Learn the song – along with visit of an African drummer. Learn some dance moves to accompany the song. Build to performance for video and Class 1.</p>
Knowledge and skills session 3	<p>Milestone One Use artefacts, pictures and stories to ask questions and find answers about the past. Describe historical events Describe significant people from the past. Recognise there are reasons why people in the past acted as they did. Milestone Two Use evidence to ask questions and find answers about the past. Describe characteristics, social, ethnic or religious diversity of society.</p>	<p>Milestone One To ask and answer Geographical questions. What is this place like? What would we be likely to see? What do people do in this place. Identify key features and use geographical terms. Is Uganda coastal? Is it mainly arid? Is there desert? Etc Milestone Two Ask and answer Geographical questions about the physical and human characteristics of a location.</p>	<p>PSHE I know and can use some strategies for keeping myself safe online. SE I know who to ask for help if I am worried or concerned about anything online</p>	<p>Milestone One Describe how animals obtain food and explore the food chain. Milestone Two Dangers with habitats – Identify risks to animals by showing an understanding of the food chain. Identify how animals are suited to adapt to their environment. Explore the concept of producers, predators and prey.</p>	<p>Milestone One Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Milestone Two Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.</p>	<p>Class two To hold a racket correctly and begin to return the ball to a partner from a thrown ball to racket to racket. Milestone One Use the terms ‘opponent’ and ‘team mate’ Develop tactics Milestone Two Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly.</p>	<p>Emerging: • Recall some of the Beatitudes and talk about them (B2). • Find out teachings from Judaism and Christianity about how to live a good life Expected: • Give examples of rules for living from Christianity and Judaism and suggest ways in which they might help believers with difficult decisions • Discuss ways in which Christian and Jewish people might decide what is right and wrong. Exceeding: • Explain some similarities and differences between the codes for living used by Christians and Jewish people</p>	<p>Milestone One Use simple databases to record information in areas across the curriculum Milestone Two Devise and construct databases using applications designed for this purpose in areas across the curriculum.</p>	<p>Milestone One Take part in singing, accurately following the melody. Follow instructions on how and when to sing. Imitate changes in pitch. Milestone Two Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Perform with control and awareness of others</p>
Session 4	<p>Colonisation!</p> <p>Look at old maps and tribal lands of Uganda – what happened? What impact would this historical decision have on the Uganda of today? How has Britain impacted on Uganda’s history? How the past is linked to Uganda’s pride in the commonwealth.</p>	<p>What is Uganda like? Continuation</p> <p>Google earth, a journey through Uganda, note taking, feature spotting, comparing and contrasting.</p>	<p>Being a global citizen</p>	<p>I will survive (getting the right nutrition) Migration of animals What would happen if.....a lion had to become a herbivore?</p>	<p>Painting Look at the different painting and art works of famous Uganda artists. Plan how to replicate – inspired by different artefacts, clothes and patterns. Justin Igala and Jukko Hoods</p>	<p>The Olympic Games</p> <p>In addition to the physical element, the children can explore and research recent and historical Olympic games.</p>	<p>How can people decide what is right and wrong without God’s help?</p>	<p>Purple Mash Data</p> <p>Using computing to record and analyse data.</p>	<p>Describe Music</p> <p>Listening to and respond to different types of Ugandan and wider East/South/West African music. Respond through discussion, writing, performing and creating.</p>
Knowledge and skills Session 4	<p>Milestone One Describe significant people from the past. Recognise there are reasons why people in the past acted as they did. Label timelines and use dates where appropriate. Milestone Two Understand the concept of change over time and represent this with evidence on a timeline. Use dates and terms to describe events.</p>	<p>Milestone One Use Ariel images to find specific landmarks and key features. Understand geographical similarities and differences. Milestone two Use a range of resources to identify key human and physical features of a location.</p>	<p>PSHE I can explain how some of the actions of people around the worlds help and influence my life SE I can identify with children who have different lives to mine and appreciate what I may learn from them.</p>	<p>Milestone One Investigate the basis needs of animals in order to survive. Milestone Two Identify the importance of getting the right nutrition from food sources.</p>	<p>Milestone One Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Milestone Two Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.</p>	<p>Milestone One Use rolling, hitting, running, jumping, catching and kicking skills in combination. Milestone Two Sprint over a short distance up to 60 metres. Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve personal best performances.</p>	<p>Emerging: • Find out at least two Humanist teachings about how to live a good life. Expected: • Give examples of rules for living from Humanism and suggest ways in which they might help believers with difficult decisions. • Discuss their own and others’ ideas about how people decide right and wrong, including ideas that come from Humanism and religious traditions . Exceeding: • Explain some similarities and differences between the codes for living used by Humanists and the followers of at least one</p>	<p>Milestone One Use simple databases to record information in areas across the curriculum Milestone Two Devise and construct databases using applications designed for this purpose in areas across the curriculum.</p>	<p>Milestone One Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch Milestone Two Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.</p>

Session 5	<p>Communicate Historically.</p> <p>Present our findings – How the Uganda of the past made the Uganda we know today.</p>	<p>Life on the Equator</p> <p>Explore the impact of living the equator and what this means for weather and eco systems in Uganda.</p>	<p>Being a Global citizen</p>	<p>Explore skeleton and muscle make up of humans and animals.</p> <p>Compare differences. How does this link to survival and habitats?</p>	<p>Materials</p> <p>Jewellery making – look at eco jewellery and materials used in Uganda, including Bead for Life.</p>	<p>The Olympic GamesContinued</p> <p>In addition to the physical element, the children can explore and research recent and historical Olympic games.</p>		<p>Purple Mash - online safety</p> <p>Linked through our historical and geographical research.</p>	<p>Compose Music</p> <p>Using the Jambo bwana song as a starting point. Create our own version linked to the area we live in.</p>
knowledge and skills session 5	<p>Milestone One</p> <p>Show an understanding of a Nation’s History. Show an understanding of concepts such as civilisation. Use words and phrases such as Long ago, recently, when, years, decades and centuries.</p> <p>Milestone Two</p> <p>Use appropriate historical vocabulary – dates, time, era, change and chronological. Use literacy skills to communicate information about the past.</p>	<p>Milestone One</p> <p>Compare seasonal and daily weather changes in the UK with Uganda.</p> <p>Milestone Two</p> <p>Describe similarities and differences between countries. Name and locate the Equator and describe some Geographical features of Equatorial countries.</p>	<p>PSHE</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>SE</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p>	<p>Milestone One</p> <p>Describe and compare the structure of a variety of animals (birds, fish, reptiles, mammals and invertebrates).</p> <p>Milestone Two</p> <p>Identify that humans and some animals have skeletons and muscles to protect and support movement.</p>	<p>Milestone One</p> <p>Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>Milestone Two</p> <p>Cut materials accurately and safely by selecting appropriate tools. Apply appropriate cutting and shaping techniques. Select appropriate joining techniques.</p>	<p>Milestone One</p> <p>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>Milestone Two</p> <p>Sprint over a short distance up to 60 metres. Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve personal best performances.</p>		<p>Milestone One</p> <p>Understand online risks and the age rules for sites</p> <p>Milestone Two</p> <p>Give examples of the risks posed by online communications. Understand the term ‘copyright’. Understand that comments made online that are hurtful or offensive are the same as bullying. Understand how online services work</p>	<p>Milestone One</p> <p>Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect.. Create short, musical patterns. Create short, rhythmic phrases</p> <p>Milestone Two</p> <p>Compose and perform melodic songs. Use sound to create abstract effects.</p>
Session 6	<p>Communicate Historically. ...continued</p> <p>Present our findings – How the Uganda of the past made the Uganda we know today.</p>	<p>Working Scientifically</p> <p>Investigating the impact of environments of food nutrients. Plan, write hypotheses, experiment and record their own scientific findings.</p>	<p>Celebrating my relationships</p>	<p>Communicate Geographically</p> <p>Create a Geographically factual tourism advert for Uganda – advertising Safari and including info on the animals and all other features and landmarks of importance eg Mountain climbing to see the Silver back Gorillas, White water rafting at the source of the river Nile, Crossing the Equator and explore water flow, visiting a traditional Ugandan village.</p>	<p>Materials</p> <p>Jewellery making – look at eco jewellery and materials used in Uganda, including Bead for Life.</p>	<p>Tennis</p>	<p>What do religious stories tell believers about temptation?</p>	<p>Purple Mash - online safety</p> <p>Linked through our historical and geographical research.</p>	<p>Compose Music ..continued</p> <p>Using the Jambo bwana song as a starting point. Create our own version linked to the area we live in.</p>
Knowledge and skills session 6	<p>Milestone One</p> <p>Show an understanding of a Nation’s History. Show an understanding of concepts such as civilisation. Use words and phrases such as Long ago, recently, when, years, decades and centuries.</p> <p>Milestone Two</p> <p>Use appropriate historical vocabulary – dates, time, era, change and chronological. Use literacy skills to communicate information about the past.</p>	<p>Milestone One</p> <p>Ask simple questions. Observe closely, using simple equipment. Perform simple tests. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p> <p>Milestone Two</p> <p>Ask relevant questions. Set up simple, practical enquiries and comparative and fair tests. Record findings using simple scientific drawings, diagrams, charts and tables.</p>	<p>PSHE</p> <p>I know how to express my appreciation to my friends and family</p> <p>SE</p> <p>I enjoy being part of family and friendship groups</p>	<p>Milestone One</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop.</p> <p>Milestone Two</p> <p>Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use.</p>	<p>Milestone One</p> <p>Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>Milestone Two</p> <p>Cut materials accurately and safely by selecting appropriate tools. Apply appropriate cutting and shaping techniques. Select appropriate joining techniques.</p>	<p>Class two</p> <p>To hold a racket correctly and begin to return the ball to a partner from a thrown ball to racket to racket.</p> <p>Milestone One</p> <p>Use the terms ‘opponent’ and ‘team mate’</p> <p>Develop tactics</p> <p>Milestone Two</p> <p>Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly.</p>	<p>Emerging: • Find out at least two stories from religions that teach about temptation</p> <p>Expected: • Make connections between stories of temptation in Judaism and Christianity and why people can find it difficult to be good. • Discuss their own and others’ ideas about how people decide right and wrong and how this can be affected by temptation.</p> <p>Exceeding: • Express ideas about right and wrong, good and bad for themselves, including ideas about temptation</p>	<p>Milestone One</p> <p>Understand online risks and the age rules for sites</p> <p>Milestone Two</p> <p>Give examples of the risks posed by online communications. Understand the term ‘copyright’. Understand that comments made online that are hurtful or offensive are the same as bullying. Understand how online services work</p>	<p>Milestone One</p> <p>Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Create short, musical patterns. Create short, rhythmic phrases</p> <p>Milestone Two</p> <p>Compose and perform melodic songs. Use sound to create abstract effects.</p>