

LKS2 2 Year LTP ALL SUBJECTS Year A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	REACH Out	Magic, Myths and Monsters	Dead Famous	Protecting What's Precious	Gifts From Afar	You Are What You Eat
LKS2 Sub Theme	Reach Out and help!	The Vicious Vikings	All that Waste	Riches of the Rainforest	York's Chocolate Story	Mighty Mighty Yorkshire
Driver	History	History	History	Science	Geography / Science	Science
Hooks / Launch / Land	Barnabus	Yorvik	Plastic waste	Rainforest day	Trip - York Chocolate Story	Treasure hunt
Writing	Character description/setting description Adventure story	Myths Instructions	One sided arguement Poetry Imagery	Narrative - Issues and Dilemas	Newspaper Poetry Performance	Non Chronological report Imaginary world
Reading (Whole class)	Barnabus Charging about: The Story about electricity	There's a Viking in my Bed The Lion, the witch and the wardrobe	What a Waste The Story of the Blue Planet Fate of Fausto	The Boy Who Grew a Forest Lob	Street Child	The Crooked Sixpence
Maths (Y3)	<p>Adding and subtracting across 10</p> <ul style="list-style-type: none"> • 2AS–1 Add and subtract across 10. • 3NF–1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice. • 1.11 Addition and subtraction: bridging 10 <p>Numbers to 1,000</p> <ul style="list-style-type: none"> • 3NPV–1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10. • 3NPV–2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning. 	<p>Numbers to 1,000</p> <ul style="list-style-type: none"> • 3NPV–3 Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10. • 3NPV–4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. • 3AS–1 Calculate complements to 100. • 3NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). • 1.17 Composition and calculation: 100 and bridging 100 • 1.18 Composition and calculation: three-digit numbers 	<p>Right angles</p> <ul style="list-style-type: none"> • 3G–1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations. <p>Manipulating the additive relationship and securing mental calculation</p> <ul style="list-style-type: none"> • 3AS–3 Manipulate the additive relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction. • 1.19 Securing mental strategies: calculation up to 999 	<p>Column addition</p> <ul style="list-style-type: none"> • 3AS–2 Add and subtract up to three-digit numbers using columnar methods. • 1.20 Algorithms: column addition <p>2, 4, 8 times tables</p> <ul style="list-style-type: none"> • 3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division. • 3NF–2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. • 3NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). • 2.7 Times tables: 2, 4 and 8, and the relationship between them <p>Column subtraction</p> <ul style="list-style-type: none"> • 3AS–2 Add and subtract up to three-digit numbers using columnar methods. • 1.21 Algorithms: column subtraction 	<p>Unit fractions</p> <ul style="list-style-type: none"> • 3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. • 3F–2 Find unit fractions of quantities using known division facts (multiplication tables fluency). • 3.1 Preparing for fractions: the part–whole relationship • 3.2 Unit fractions: identifying, representing and comparing 	<p>Non-unit fractions</p> <ul style="list-style-type: none"> • 3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. • 3F–3 Reason about the location of any fraction within 1 in the linear number system. • 3F–4 Add and subtract fractions with the same denominator, within 1. • 3.3 Non-unit fractions: identifying, representing and comparing • 3.4 Adding and subtracting within one whole <p>Parallel and perpendicular sides in polygons</p> <ul style="list-style-type: none"> • 3G–2 Draw polygons by joining marked points, and identify parallel and perpendicular sides. <p>Time</p> <ul style="list-style-type: none"> • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example to calculate the time taken by particular events or tasks].
Maths Basics (Y3)	<p>Consolidate Addition/Subtraction Facts within 10</p> <p>Adding 1, Adding 2, Adding 0, Bonds to 10.</p> <p>Within 10 - Double 1-5</p> <p>Within 10 - Add in Double 10</p> <p>Across 10 - Add in double 6</p> <p>Across 10 - Add in double 7</p>	<p>Across 10 - Add in double 8</p> <p>Across 10 - Add in double 9</p> <p>Near Doubles (+/-1)</p> <p>Near doubles (+/- 2)</p> <p>Ones without a family (5+8, 8+5, 3+6, 6+3)</p> <p>All Addition/Subtraction facts of numbers within 10</p>	<p>All Addition/Subtraction facts of numbers within 10</p> <p>Doubles 1-10</p> <p>2 times table (multiplier first)</p> <p>2 times table (multiplier first or second)</p> <p>2 times table (division facts added in)</p>	<p>2 times table</p> <p>5 times table (2x5 to 6x 5)</p> <p>5 times table (7x5 to 9x5)</p> <p>5 times table (all)</p>	<p>5 times table and 2 tt</p> <p>4 times table (2 x4 to 6x4)</p> <p>4 times table (7 x4 to 9x4)</p>	<p>4 times table all facts</p> <p>2, 4, 5tt facts</p> <p>10 tt brush up!</p>

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Driver	<i>History</i>	<i>History</i>	<i>History</i>	<i>Science</i>	<i>Geography / Science</i>	<i>Science</i>
Maths (Y4)	<p>Review of column addition and subtraction</p> <ul style="list-style-type: none"> • 3AS–2 Add and subtract up to three-digit numbers using columnar methods. • 1.20 Algorithms: column addition • 1.21 Algorithms: column subtraction <p>Numbers to 10,000</p> <ul style="list-style-type: none"> • 4NPV–1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. • 4NPV–2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. 	<p>Numbers to 10,000</p> <ul style="list-style-type: none"> • 4NPV–3 Reason about the location of any linear number system, including identifying 1 multiple of 1,000 and 100, and rounding to 10 equal parts. • 4NF–3 Apply place-value knowledge to know multiplicative number facts (scaling facts by 10 and 100) • 1.22 Composition and calculation: 1,000 and 100 • 4G–2 Identify regular polygons, including squares, as those in which the side-lengths and angles are equal. Find the perimeter of regular polygons. • 2.16 Multiplicative contexts: area and perimeter • 3, 6, 9 times tables • 4NF–1 Recall multiplication and division facts to recognise products in multiplication tables and a corresponding number. • 2.8 Times tables: 3, 6 and 9, and the relationship between them 	<p>2.8 Times tables: 3, 6 and 9, and the relationship between them</p> <ul style="list-style-type: none"> • 7 times table and patterns • 4NF–1 Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number. • 2.9 Times tables: 7 and patterns within/across times tables <p>Understanding and manipulating multiplicative relationships</p> <ul style="list-style-type: none"> • 4MD–1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. • 4MD–2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication 	<p>Understanding and manipulating multiplicative relationships</p> <ul style="list-style-type: none"> • 4MD–3 Understand and apply the distributive property of multiplication. • 4NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100) • 2.10 Connecting multiplication and division, and the distributive law • 2.13 Calculation: multiplying and dividing by 10 or 100 <p>Coordinates</p> <ul style="list-style-type: none"> • 4G–1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant. <p>Review of fractions</p> <ul style="list-style-type: none"> • 3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. • 3.1 Preparing for fractions: the part-whole relationship <p>Fractions greater than 1</p> <ul style="list-style-type: none"> • 4F–1 Reason about the location of mixed numbers in the linear number system. • 4F–2 Convert mixed numbers to improper fractions and vice versa. 	<p>Fractions greater than 1</p> <ul style="list-style-type: none"> • 4F–3 Add and subtract improper and mixed numbers with the same denominator, including bridging with tens • 3.5 Working across one whole: improper fractions <p>Symmetry in 2D shapes</p> <ul style="list-style-type: none"> • 4G–3 Identify line symmetry in 2D shapes and patterns. Reflect shapes in a line of symmetry. Complete a symmetric figure or pattern with respect to a specified line of symmetry. 	<p>Time Measure</p> <ul style="list-style-type: none"> • convert between different units of measure (for example, kilometre to metre; hour to minute) • read, write and convert time between analogue and digital 12- and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days <p>Division with remainders</p> <ul style="list-style-type: none"> • 4NF–2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders. • 2.12 Division with remainders <p>Transformations</p> <ul style="list-style-type: none"> • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed
Maths Basics (Y4)	<p>Recap Year 3</p> <p>All Addition/Subtraction facts within 102,5,4 tns</p> <p>8 times table</p> <p>5 new facts (8x3, 8x6, 8x7, 8x8, 8x9)</p>	<p>All 8 times table</p> <p>Plus all previously learnt facts</p> <p>3 times table</p> <p>4 new facts (3x3, 6x3, 7x3, 9x3)</p> <p>3 times table</p> <p>plus all previous facts</p>	<p>All 3 times table</p> <p>Plus all previously learnt facts</p> <p>6 times table</p> <p>3 new facts (6x6, 7x6, 9x6)</p>	<p>All 6 times table</p> <p>Plus all previously learnt facts</p> <p>9 times table</p> <p>2 new facts (9x7, 9x9)</p> <p>All 9 times table</p> <p>Plus all previously learnt facts</p> <p>7 times tables</p> <p>1 new fact (7x7)</p> <p>7 times tables</p> <p>All facts now learnt</p>	<p>All times tables up to 9x9</p> <p>All to 9x9 practice for some</p> <p>All in MTC for some</p>	<p>MTC</p> <p>All to 9x9 practice for some and All in MTC for some</p>
Computing	<p>Understand how to use safely, respectfully and responsibly.Demonstrate an ability to use technology safely, respectfully and responsibly. Revise from Y1: Understand that programs need precise instructions.</p>	<p>Understand what is acceptable and unacceptable behaviour online. Recognise acceptable and unacceptable behaviours online and act accordingly. Revise from Y1: Write a simple program (which follows precise instructions)</p>	<p>Understand how software can be used to collect and present data. Select, use and combine a variety of softwares to accomplish given goals (collecting and presenting data/information) Revise from Y2: Understand what debugging is and how it affects how a program runs.</p>	<p>Understand how the internet and the world wide web can provide opportunities for collaboration and communication. To collaborate and communicate effectively for a specific purpose. Revise from Y2: Identify and debug a simple program.</p>	<p>Understand how programs can run using various forms of input and output (e.g. Bee bots/ micro bits). Use various forms of input and output.</p>	<p>Understand how to break programs down into smaller parts (decomposition) and why that is useful.Use decomposition (breaking things down) to solve problems linked to programs.</p>

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LKS2 Sub Theme	Reach Out and help!	The Vicious Vikings	All that Waste	Riches of the Rainforest	York's Chocolate Story	Mighty Mighty Yorkshire
Driver	<i>History</i>	<i>History</i>	<i>History</i>	<i>Science</i>	<i>Geography / Science</i>	<i>Science</i>
PSHE	<p>Families and friendships What makes a family; features of family life</p> <ul style="list-style-type: none"> to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents that being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty to identify if/when something in a family might make someone upset or worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	<p>Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <ul style="list-style-type: none"> What is appropriate to share with friends, classmates, family and wider social groups including online about what privacy and personal boundaries are, including online basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision that bullying and hurtful behaviour is unacceptable in any situation about the effects and consequences of bullying for the people involved about bullying online, and the similarities and differences to face-to-face bullying what to do and whom to tell if they see or experience bullying or hurtful behaviour Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite to recognise respectful behaviours e.g. helping or including others, being responsible how to model respectful behaviour in different situations e.g. at home, at school, online the importance of self-respect and their right to be treated respectfully by others what it means to treat others, and be treated, politely 	<p>The value of rules and laws; rights, freedoms and responsibilities L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities</p> <p>How the internet is used; assessing information online L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>	<p>Different jobs and skills; job stereotypes; setting personal goals L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p>Health choices and habits; what affects feelings; expressing feelings about the choices that people make in daily life that could affect their health to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy choices and what might negatively influence them about habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally that regular exercise such as walking or cycling has positive benefits for their mental and physical health about the things that affect feelings both positively and negatively strategies to identify and talk about their feelings about some of the different ways people express feelings e.g. words, actions, body language to recognise how feelings can change overtime and become more or less</p>	<p>Personal strengths and achievements; managing and reframing setbacks that everyone is an individual and has unique and valuable contributions to make to recognise how strengths and interests form part of a person's identity how to identify their own personal strengths and interests and what they're proud of (in school, out of school) to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</p> <p>Risks and hazards; safety in the local environment and unfamiliar places how to identify typical hazards at home and in school how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen about fire safety at home including the need for smoke alarms the importance of following safety rules from parents and other adults how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety language</p> <p>Year 4 Physical and emotional changes in puberty;</p>
Art	<p>Painting I can predict with accuracy the outcomes of the colours I mix I can create a colour wheel with the primary and secondary colours in the correct place I can create a background wash I can use a range of paint brushes to create different effects and textures</p>	<p>3D clay I can experiment with and combine materials I can begin to sculpt clay and other moldable materials</p>	<p>Drawing I can use greater detail and proportion when drawing objects and figures I can create mood and feeling by adding facial expressions and body language I can create a figure in motion using lines, tone and colour I can explain in my sketchbook through annotation, why I have chosen a specific material to work with I can create an image that shows reflection</p>	<p>Collage I can cut accurately for my collage I can successfully use different materials together in a picture I can create a mosaic I can create a picture using montage</p>	<p>Artists, designers and architects I can compare the work of different artists/designers/architects I can explore works from different cultures I can explore works from different periods of time I can understand how an artist is trying to express feelings and emotions in their work and how they are trying to communicate a message to the audience</p> <p>I can experiment with different styles artists have used I can recognise and explain art from different periods of time</p>	
Design Technology	<p>electrical systems I can incorporate a circuit with a bulb or buzzer into a model</p> <p>Mechanical systems/control I can cut slots and internal shapes I can use lolly sticks/card/split pins to make levers I can use linkages to make movement larger or smaller I can use and explore more complex pop ups I can create nets.</p>				<p>Cooking and nutrition I can use sensory vocabulary to describe the smell, taste, texture and feel of different foods I can analyse the taste, texture, smell, and appearance of a range of foods I can measure and weigh ingredients appropriately I can follow instructions I can work safely and hygienically I can make healthy eating choices from an understanding of a balanced diet I can join and combine a range of ingredients e.g. snack food</p>	

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RE (CYC SOW)	L2.7 What does it mean to be a Christian in Britain today? (part 1) <ul style="list-style-type: none"> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. Describe some ways in which Christian express their faith through hymns and modern worship songs 	L2.8 What does it mean to be a Hindu in Britain today? (part 1) <ul style="list-style-type: none"> Describe some ways in which Hindus express their faith through puja, aarti and bhajans. Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. 	L2.2 Why is the Bible so important for Christians today? <ul style="list-style-type: none"> Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation Give examples of how and suggest reasons why Christians use the Bible today. Describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression Discuss their own and others' ideas about why humans do bad things and how people try to put things right. 	L2.5 Why are festivals important to religious communities? Easter and Eid <ul style="list-style-type: none"> Make connections between stories, symbols and beliefs with what happens in at least two festivals. Ask questions and give ideas about what matters most to believers in festivals (Easter, Eid, Pesach). Identify similarities and differences in the way festivals are celebrated within and between religions. Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. 	L2.1 What do different people believe about God? <ul style="list-style-type: none"> Describe some of the ways in which Christians Hindu and/or Muslims describe God. Ask questions and suggest some of their own responses to ideas about God. Suggest why having a faith or belief in something can be hard. Identify how and say why it makes a difference in people's lives to believe in God. 	L2.4 Why do people pray? <ul style="list-style-type: none"> Describe the practice of prayer in Christianity, Hinduism and Islam Make connections between what people believe about prayer and what they do when they pray Describe ways in which prayer can comfort and challenge believers - case studies Describe and comment on similarities and differences between how Christians, Muslims and Hindu pray
PE (Get Set 4 PE SOW)	Dance Football Swimming Year 4	Gymnastics Hockey Swimming Year 4	Dodgeball Fitness Swimming Year 3/4	Netball Tag Rugby Swimming Year 3/4	Tennis Cricket Swimming Year 3	Rounders Athletics Swimming Year 3
Science	Electricity Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors Sort and classify objects in a variety of ways.		Light Recognise that he/she needs light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect eyes Find patterns in the way that the size of shadows change Use appropriate scientific enquiry when recording. Use the results I have found to begin draw conclusions.	Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal Raise questions and consider the type of enquiry required (fair test, research, observation over time)	States of Matter Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature Know that some materials are good thermal insulators that prevent the transfer of heat from warm to cold Recognise and set up a fair test enquiry (explain what has changed and what has stayed the same) Take accurate measurements using standard measures; thermometer, ruler, data logger	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 Communicate my findings in a range of ways (pictures, words, see saw video)
History	Use dates and terms relating to the period studied <ul style="list-style-type: none"> Use dates and terms relating to the passing of time Begin to date events, using BC and AD Sequence several artefacts from period studied 	Anglo Saxons and Vikings <ul style="list-style-type: none"> Identify and explain key features and events of time studied Study change through the lives of significant individuals across a theme Look at evidence and begin to evaluate the usefulness of different sources Observe small details in artefacts 	Place the time studied on a timeline <ul style="list-style-type: none"> Find out about the everyday lives of people in the time studied Select and record information, asking a variety of questions to discuss effectiveness of sources Use books and internet for research Class discussions Select data to organise into a file or report 	Develop a broader understanding of a <ul style="list-style-type: none"> Study an ancient civilisation in detail 		

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Geography			Locate the world's countries, using maps	<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Describe and understand key aspects of physical geography, including: climate zones, rivers, mountains, vegetation belt and the water cycle 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> use the 8 points of a compass, 4-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
Music	<ul style="list-style-type: none"> Sing simple melodies confidently and accurately in large and smaller groups. Have an awareness of whether singing is in the correct key. Be able to sing accurately from a given starting pitch. Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). 	<ul style="list-style-type: none"> Talk about how some musical elements in a piece of music impact the listener. (e.g. what feeling does a change in tempo create.) Recognise when a musical element has changed in a piece of music. 	<ul style="list-style-type: none"> Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. Perform in different ways, exploring the way the performers are a musical resource. 	<ul style="list-style-type: none"> Use tuned percussion instruments to repeat melodic phrases which are played to them. Record their own ideas. Make their own symbols as part of a class score. 	<ul style="list-style-type: none"> Create rhythmic patterns using sounds of different durations. Use their knowledge of texture in order to compose simple pieces. 	<ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions Learn about the lives and works of the great composers and musicians