

# Music Class Cremyll Year 1/2 Spring 2 2024

## Can I create a short performance using body percussions based on the song 'Who stole my chicken and hen'?

**What I have learnt before:**  
**Chanting as a group using instruments.**



**Our Endpoint**

I can compose new lyrics and create short body percussion patterns to accompany the song.

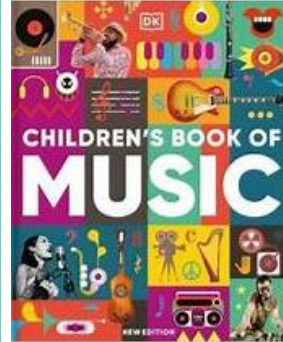
### Forever Facts:

Skipty is the action word for a skipping rhythm

An untuned percussion is a percussion instrument without notes.

A rest in music is a notation sign that indicates no sound is needed.

### Exciting Books



### Personal Development

Music enables personal expression, reflection and emotional development.  
Jobs you could do: performing arts, music teacher.

### Skills:

Participate and collaborate in group work.

Performing to others.

Appraising to others.

Listen to the beat of a melody..

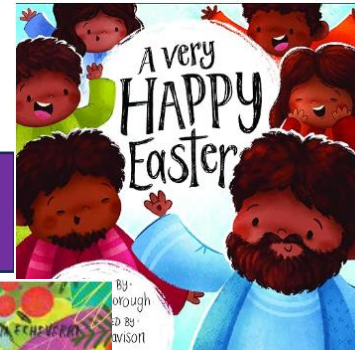
### Subject Specific Vocabulary

Beat	The regular pulse in music.
Tempo: Steady Beat	A beat that stays at the same speed.
Timbre	Type of sound, like body percussion, whispering voice, singing, percussion instrument.
Pitch	Higher and lower notes.
Syllable	A beat of sound in a word. A word might have one syllable or lots. 'My' has one syllable and 'teach-er' has two.

# RE Class Cremyll Year 1 / 2 Spring 2 2024 Why does Easter matter to Christians?

**What I have learnt before:  
Why Advent is important to Christians.**

**Exciting Books**



**Our Endpoint**

**I can explain why Easter matters to Christians.**

## Forever Facts:

Easter is the most important celebration for Christians during the year. It is a time for them to reflect on the events in the life of Jesus from Palm through to Easter Sunday.

Other people will focus on the secular celebrating of Easter by giving Easter Eggs and looking out for the Easter Bunny.

Easter can be celebrated in many ways, religious and secular.

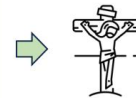
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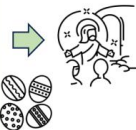
Palm Sunday



Maundy Thursday



Good Friday



Easter Sunday



## Personal Development

Including developing awareness of their own and others' beliefs, increasing ability to reflect on the impact of faith in people's lives, and an increasing desire to explore their own and others' views including their own. Jobs link to religion: Religious speaker, support workers, charity workers.

## Skills:

Participate and collaborate in group work.

The ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.

The ability to debate issues of religious significance with reference to evidence and argument.

## Subject Specific Vocabulary

**Salvation**

Being saved or rescued so that humans are no longer separated from God

**Resurrection**

Jesus' return to life after dying

**Secular**

Anything that is not connected with religion or religious worldviews

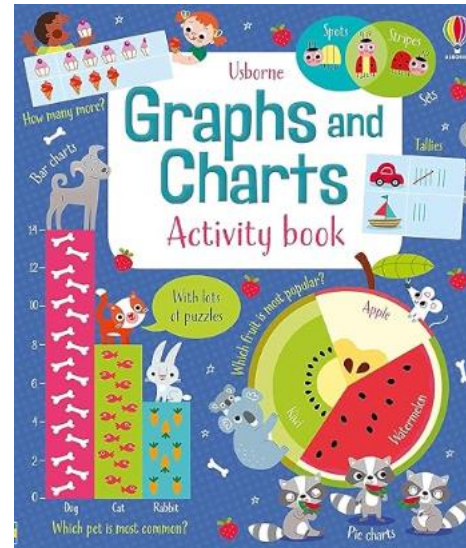
**Easter**

The Christian festival which remembers the resurrection of Jesus

# Computing Class Cremyll Year 1 / 2 Spring 2 2024 How can I label and group objects?

**What I have learnt before:**  
**Using technology purposefully.**

## Exciting Books



## Our Endpoint

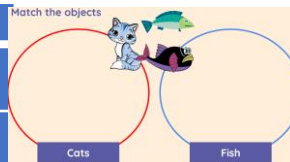
**I can label and group objects based on their properties.**

### Forever Facts:

I know data must have labels.

I know information can be presented in different ways.

I know that objects have their own properties.



**Personal Development:**  
Use of a range of social skills in different contexts, for example working and socialising with other pupils. Jobs this is linked to include data analyst, researcher, marketing analyst.

### Skills:

I can decide on how objects have been grouped.

I can label a group based on their properties.

I can group similar objects.

I can record and share what I have found.

I can collect simple data.

## Subject Specific Vocabulary

Data	Facts and statistics collected together to find out what they mean
Labels	The names applied to a category
Group	Things that are classed together
Properties	Information about the data
Sorting	Arranging data in a certain order
Describing	Explaining the data
Comparing	Notice the similarities or differences between the data

# PSHE Cremyll Spring 2 2024

## Healthy Me

<b>1. Being Healthy</b>  <i>Healthy</i> <i>Unhealthy</i> <i>Balanced</i> <i>Exercise</i> <i>Sleep</i>	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy	I feel good about myself when I make healthy choices
<b>2. Healthy Choices</b>  <i>Healthy</i> <i>Unhealthy</i> <i>Balanced</i> <i>Exercise</i> <i>Sleep</i> <i>Choices</i>	I know how to make healthy lifestyle choices	I feel good about myself when I make healthy choices
<b>3. Clean and Healthy</b>  <i>Healthy</i> <i>Clean</i> <i>Body parts</i> <i>Toiletry items, e.g. toothbrush, shampoo, soap</i> <i>Hygienic</i> <i>Safe</i> <i>Germs</i> <i>Virus</i>	I know how to keep myself clean and healthy, and understand how germs cause disease/illness  I know that all household products including medicines can be harmful if not used properly	I am special so I keep myself safe
<b>4. Medicine Safety</b>  <i>Medicines</i> <i>Healthy</i> <i>Unhealthy</i> <i>Trust</i> <i>Safe</i>	I understand that medicines can help me if I feel poorly and I know how to use them safely	I know some ways to help myself when I feel poorly
<b>5. Road Safety</b>  <i>Safe</i> <i>Safety</i> <i>Green Cross Code</i> <i>Eyes</i> <i>Ears</i> <i>Look</i> <i>Listen</i> <i>Wait</i>	I know how to keep safe when crossing the road, and about people who can help me to stay safe	I can recognise when I feel frightened and know who to ask for help
<b>6. Happy, Healthy Me</b>  <i>Keeping clean</i> <i>Healthy</i>  <b>Assessment Opportunity</b>	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	I can recognise how being healthy helps me to feel happy