

Term 5 Directory - Year 2

This directory is provided to support online learning in the event of children being unable to come to school to access learning (during self-isolation, bubble closure, local or national lockdown). The links contained will take you to online content that matches the learning in school during the relevant week.

Generic online learning	Children will also need to access these sites to support their learning: Mathletics: https://login.mathletics.com/ TTRockstars: https://play.ttrockstars.com/auth Accelerated Reader: https://ukhosted85.renlearn.co.uk/1893981/ Phonics Play: https://www.phonicsplay.co.uk/					
Key Question:	How can I care for my world and others?					
Subject/weeks	Week beginning - 17/4/23	Week beginning - 24/4/23	Week beginning - 1/5/23	Week beginning - 8/5/23	Week beginning - 15/5/23	Week beginning - 22/5/23
English: Reading/Writing Class Text: Lila and the Secret of Rain David Conway & Jude Daly	Class Text: Lila and the Secret of Rain https://coundon-coventry.org.uk/wp-content/uploads/Lila-and-the-Secret-of-Rain.pdf Read to "...rain did not come." Reading: Prediction Making predictions about a text. Who is Lila? What is the secret of rain? https://www.bbc.co.uk/bitesize/articles/z8q83j6 Writing:	Class Text: Lila and the Secret of Rain https://coundon-coventry.org.uk/wp-content/uploads/Lila-and-the-Secret-of-Rain.pdf Read to "...she began to tell the sky the saddest thing she knew." Reading: Retrieval https://www.bbc.co.uk/bitesize/articles/zpfk3j6 Comprehension. Answering questions on a text based on what you have read.	Class Text: Lila and the Secret of Rain https://coundon-coventry.org.uk/wp-content/uploads/Lila-and-the-Secret-of-Rain.pdf Read to the end of the story. Reading: Retrieval https://www.bbc.co.uk/bitesize/articles/z4nfm39 Finding Information in a text. Writing:	Class Text: Lila and the Secret of Rain https://coundon-coventry.org.uk/wp-content/uploads/Lila-and-the-Secret-of-Rain.pdf Read to the end of the story. Reading: Inference https://www.bbc.co.uk/bitesize/articles/z6tgydm Using Inference. Learn what inference means and answer inference style questions	Class Text: Lila and the Secret of Rain https://coundon-coventry.org.uk/wp-content/uploads/Lila-and-the-Secret-of-Rain.pdf Read to the end of the story. Reading: Inference https://www.bbc.co.uk/bitesize/articles/znhxjsq Using because to support your opinions. Finding evidence in the text that supports your answer.	Class Text: Lila and the Secret of Rain https://coundon-coventry.org.uk/wp-content/uploads/Lila-and-the-Secret-of-Rain.pdf Read to the end of the story. Reading: Discussing books and our opinions. https://www.bbc.co.uk/teach/class-clips-video/english-ks1--ks2-bringing-books-to-life/zvg4xyc

	<p>Diary Entry: Lila's hot day.</p> <p>Use the lesson below to help, then complete a diary entry from the first two pages of the book explaining how you (as Lila) feel about the heat in the village.</p> <p>https://classroom.thenational.academy/units/recount-diary-entry-060a</p>	<p>Writing: Narrative: Lila's journey to the top of the tallest mountain.</p> <p>Use the links below to help, then write the story of Lila's journey to the top of the tallest mountain.</p> <p>https://www.bbc.co.uk/bitesize/topics/zmrt2v4/articles/zqmkh39</p> <p>https://www.bbc.co.uk/bitesize/topics/zmrt2v4/articles/zwmt4qt</p>	<p>Narrative: Retell Lila's story in your own words.</p> <p>Use the links below to help, then re write Lila's story in your own words.</p> <p>https://www.bbc.co.uk/bitesize/topics/zmrt2v4/articles/zqmkh39</p> <p>https://www.bbc.co.uk/bitesize/topics/zmrt2v4/articles/zwmt4qt</p>	<p>Writing: Poem: Write an acrostic poem about Lila and the Secret of Rain.</p> <p>Use the links below to help, then write an acrostic poem about Lila and the Secret of Rain.</p> <p>https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/ztdvw6f</p> <p>https://www.bbc.co.uk/bitesize/topics/zjhvcw/articles/zg6dng8</p>	<p>Writing: Letter Writing: Write a letter to another villager.</p> <p>Use the links below to help, then write a letter to another villager about what you are going through in your village.</p> <p>https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/zkq8hbk</p> <p>https://www.bbc.co.uk/teach/skillswise/writing-a-letter/zbc8vk7</p>	<p>https://www.bbc.co.uk/bitesize/articles/zhgsf4j</p> <p>Listen to the celebrities talk about their favourite books. Which one interests you the most?</p> <p>Writing: Book Review: One of our books.</p> <p>Use the link below to help, then write a book review on one of the books we have read.</p> <p>https://www.bbc.co.uk/bitesize/articles/z2ycf82</p>
<p>Phonics/GPAS:</p>	<p>Phonics:</p> <p>https://www.youtube.com/playlist?list=PLUGr6z2H2KNE3ABRJ aKoQWiIrXvxCUhg- Lessons 1 - 5</p>	<p>Phonics:</p> <p>https://www.youtube.com/playlist?list=PLUGr6z2H2KNE3ABRJ aKoQWiIrXvxCUhg- Lessons 6 - 10</p>	<p>Phonics:</p> <p>https://www.youtube.com/playlist?list=PLUGr6z2H2KNE3ABRJ aKoQWiIrXvxCUhg- Lessons 11 - 15</p>	<p>Phonics:</p> <p>https://www.youtube.com/playlist?list=PLUGr6z2H2KNE3ABRJ aKoQWiIrXvxCUhg- Lessons 16 - 20</p>	<p>Phonics:</p> <p>https://www.youtube.com/playlist?list=PLUGr6z2H2KNE3ABRJ aKoQWiIrXvxCUhg- Lessons 21 - 25</p>	<p>Phonics:</p> <p>https://www.youtube.com/playlist?list=PLUGr6z2H2KNE3ABRJ aKoQWiIrXvxCUhg- Lessons 26 - 30</p>

	<p>GPAS: Noun phrases</p> <p>https://www.bbc.co.uk/bitesize/articles/zmqh2v4</p>	<p>GPAS: Past tense, adjectives, emotive language</p> <p>https://www.bbc.co.uk/bitesize/topics/zrqqtftr/articles/z3dbg82</p> <p>https://www.bbc.co.uk/bitesize/topics/zrqqtftr/articles/zy2r6yc</p> <p>https://www.bbc.co.uk/bitesize/topics/zmhdscw/articles/zht8pg8</p>	<p>GPAS: Emotive language, expanded noun phrases</p> <p>https://www.bbc.co.uk/bitesize/topics/zmhdscw/articles/zht8pg8</p> <p>https://www.bbc.co.uk/bitesize/articles/zmqh2v4</p>	<p>GPAS: Homophones / near homophones</p> <p>https://www.bbc.co.uk/bitesize/topics/zqhpk2p</p>	<p>GPAS: First person</p> <p>https://www.bbc.co.uk/bitesize/topics/zrqqtftr/articles/zxdhsg8</p>	<p>GPAS: Conjunctions</p> <p>https://www.bbc.co.uk/bitesize/articles/z6rvbdm</p>
Maths:	<p>Develop fluency in addition and subtraction facts within 10.</p> <p>Secure fluency in addition and subtraction facts within 10, through continued practice.</p> <p>https://whiterosemaths.com/homelearning/year-2/week-5/</p>	<p>Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.</p> <p>https://whiterosemaths.com/homelearning/year-2/week-2/</p>	<p>Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$.</p> <p>Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10</p>	<p>Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.</p> <p>Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</p>	<p>Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.</p> <p>Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</p>	<p>Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.</p> <p>https://whiterosemaths.com/homelearning/year-2/week-1-number-multiplication-and-division/</p>

		https://whiterosemaths.com/homelearning/year-2/week-3/	https://whiterosemaths.com/homelearning/year-2/week-3/ https://whiterosemaths.com/homelearning/year-2/week-4/	https://whiterosemaths.com/homelearning/year-2/week-6-number-addition-subtraction/ https://whiterosemaths.com/homelearning/year-2/week-7-number-addition-subtraction/	https://whiterosemaths.com/homelearning/year-2/week-8-number-addition-subtraction/	https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/
Science:	<p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>I can describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>https://classroom.thenational.academy/lessons/what-is-a-material-74u30t</p>	<p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>https://classroom.thenational.academy/lessons/which-material-is-best-for-different-objects-60vkar</p>	<p>I can explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>https://classroom.thenational.academy/lessons/what-is-a-living-thing-70t3ae</p>	<p>I can 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.</p> <p>I can identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>https://classroom.thenational.academy/lessons/what-is-a-habitat-cmupat</p>	<p>I can 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>https://classroom.thenational.academy/lessons/what-types-of-food-do-living-things-eat-c4wkje</p> <p>https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z96vb9q</p>	<p>I can 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>https://classroom.thenational.academy/lessons/what-types-of-food-do-living-things-eat-c4wkje</p> <p>https://www.bbc.co.uk/teach/class-clips-video/science-ks1-the-food-chain/zbr8d6f</p>

				https://classroom.thenational.academy/lessons/what-is-a-microhabitat-64w3ct		
Computing:	<p>I can understand that algorithms are a set of instructions that solve specific problems.</p> <p>I know that algorithms are used to program digital or programmable devices by following instructions or code</p> <p>https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/z3whpv4https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/z3whpv4</p>	<p>I can create and write a program using precise and unambiguous instructions, understand that this is coding.</p> <p>https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/zqnc4wx</p> <p>https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/zykx6sg</p>	<p>I can create and write a program using precise and unambiguous instructions, understand that this is coding.</p> <p>I can debug a simple code by testing and editing blocks of instructions.</p> <p>https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/ztgj66f</p>	<p>I can create and write a program using precise and unambiguous instructions, understand that this is coding.</p> <p>I can debug a simple code by testing and editing blocks of instructions.</p> <p>https://scratch.mit.edu/</p> <p>Follow the 'Getting Started' Tutorial and explore how to code in scratch</p>	<p>I can create and write a program using precise and unambiguous instructions, understand that this is coding.</p> <p>I can debug a simple code by testing and editing blocks of instructions.</p> <p>https://scratch.mit.edu/</p> <p>Use the 'Animate a Sprite' Tutorial to have a go at animating your own sprite</p>	<p>I can use logical reasoning to predict the behaviour of simple programs or code.</p> <p>https://scratch.mit.edu/</p> <p>Use Scratch to Animate a Sprite recalling on your previous week's knowledge.</p> <p>Predict how your code will work.</p> <p>Were you successful? Was there a bug that you needed to correct?</p>
Geography:	I can find land and sea on the globe	I can find land and sea on the globe	I can use a teacher drawn base map	I can use basic geographical vocabulary to refer	I can use basic geographical vocabulary to refer	I can understand geographical similarities and differences through

	<p>https://classroom.thenational.academy/lessons/what-is-a-continent-c9k32d</p> <p>What is a continent?</p> <p>Can you name the seven continents?</p>	<p>I can use a teacher drawn base map</p> <p>https://classroom.thenational.academy/lessons/what-is-africa-like-cmv38c</p> <p>What is Africa like?</p> <p>Can you find Kenya - where Lila is from - on a map of Africa?</p>	<p><i>*map can be found on class MS Teams</i></p> <p>https://www.bbc.co.uk/bitesize/topics/z27gf82/articles/zr83n9q</p> <p>https://kids.nationalgeographic.com/geography/countries/article/kenya</p> <p>Look at the section on human and physical features.</p> <p>Plot interesting human and physical features on a map of Kenya.</p>	<p>to: key physical & human features</p> <p>https://kids.nationalgeographic.com/geography/countries/article/kenya</p> <p>https://www.youtube.com/watch?v=LCX3djSzoNk</p> <p>Make a study of Kenya. Look at the human and physical features. Take notes in order to create a factfile of key information</p>	<p>to: key physical & human features</p> <p>https://kids.nationalgeographic.com/geography/countries/article/kenya</p> <p>https://www.kids-world-travel-guide.com/facts-about-kenya.html</p> <p>Make a study of Kenya. Look at the human and physical features.</p> <p>Use notes to create a factfile of key information</p>	<p>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>https://www.bbc.co.uk/bitesize/clips/zmqtfq8</p> <p>Compare your experiences with the child in the video. What is the same about where you live? What is different?</p> <p>How and Kenya and The UK the same? How are they different?</p>
<p>History:</p>	<p>I can sequence photographs from different periods of my life</p> <p>How have we grown?</p> <p>https://www.bbc.co.uk/bitesize/topics/zqssgk7/articles/z2msv4j</p>	<p>I can communicate my knowledge through drama</p> <p>https://www.bbc.co.uk/bitesize/topics/zqssgk7/articles/z2msv4j</p> <p>Write down the key events that have happened in your life.</p>	<p>I can compare pictures of photographs of people or events in the past</p> <p>Florence Nightingale</p> <p>https://www.bbc.co.uk/bitesize/topics/znsct9nrd/articles/znsct39</p>	<p>I can communicate my knowledge through drawing and ICT</p> <p>Florence Nightingale's life events</p> <p>https://www.bbc.co.uk/programmes/p015j6sc</p>	<p>I can compare pictures of photographs of people or events in the past</p> <p>Mary Seacole</p> <p>https://www.bbc.co.uk/bitesize/topics/znsct9nrd/articles/zjsxcqt</p>	<p>I can find answers to simple questions about the past from sources of information</p> <p>https://www.bbc.co.uk/bitesize/topics/znsct9nrd/articles/znsct39</p> <p>https://www.bbc.co.uk/bitesize/topics/znsct9nrd/articles/znsct39</p>

	Compare pictures of you when you were a baby to now. What has changed?		https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-florence-nightingale/z68fcqt Who was she? What did she do?	What were the key events in her life?	https://www.bbc.co.uk/teach/school-radio/history-ks2-mary-seacole-video/zbphyc Who was she? What did she do?	s9nrd/articles/zjxcqt Compare Florence Nightingale and Mary Seacole. What similarities and differences do they have?
RE:	What was the first covenant between Abraham and God? Lesson 1: Oak Academy https://classroom.thenational.academy/lessons/what-was-the-first-covenant-between-abraham-and-god-cdj0t	Why did Moses lead the Israelites out of Egypt? Lesson 2: Oak Academy https://classroom.thenational.academy/lessons/why-did-moses-lead-the-israelites-out-of-egypt-cgu30d	Where do Jews worship today? Lesson 3: Oak Academy https://classroom.thenational.academy/lessons/where-do-jews-worship-today-68wk8r	What is the Torah? & What are the Jewish festivals? Lessons 4 & 5: Oak Academy https://classroom.thenational.academy/lessons/what-is-the-torah-6njp6t https://classroom.thenational.academy/lessons/what-are-the-jewish-festivals-61k38c	What do Jews believe about the Messiah? Lesson 6: Oak Academy https://classroom.thenational.academy/lessons/what-do-jews-believe-about-the-messiah-ctjkd	How do Jews express their faith today? Lesson 7: Oak Academy https://classroom.thenational.academy/lessons/how-do-jews-express-their-faith-today-60u6at
Art:	I can discuss artists, craft-makers or designers. Turgo Bastien and Aboudia - modern African Artists Turgo Bastien:	I can describe different patterns and textures and apply these to my drawings Use mixed media (textured paint, pastels, crayons) to	I can explore sculpture with a range of malleable materials. Creating mixed media sculptural face / people (clay as basis)	I can describe different patterns and textures and apply these to my drawings Use mixed media (textured paint, pastels, crayons) to decorate sculpture	I can create repeated pattern with print and recognise pattern in the environment. Repeated patterns inspired by Kente woven fabric	I can join recycled, manmade and natural materials using techniques I know. Recycled magazine paper weaving

	<p>https://www.turgoba.stien.com</p> <p>Aboudia: https://www.aboudiart.com</p> <p>Compare the two artists.</p>	<p>produce a group portrait</p> <p>https://www.bbc.co.uk/bitesize/clips/zthsb9q</p> <p>https://www.bbc.co.uk/teach/class-clips-video/art-and-design-painting-techniques/z7h76v4</p>	<p>https://classroom.thenational.academy/lessons/introduction-to-sculpture-6nhk4r</p> <p>https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks1-ks2-making-sculptures-from-dry-materials-and-clay/zd28qp3</p>	<p>https://classroom.thenational.academy/lessons/designing-and-making-our-own-sculpture-crt62t</p>	<p>https://www.bbc.co.uk/bitesize/guides/z3c4jty/revision/2</p> <p>https://www.bbc.co.uk/bitesize/guides/z3c4jty/revision/4</p> <p>https://www.contemporary-african-art.com/african-patterns.html</p>	<p>https://innovationkidslab.com/easy-paper-craft/</p>
PE:	<p>https://greenacreacademytrust-my.sharepoint.com/:f:/g/personal/jsimmonds22_sflt_org_uk/EpcI9VQuXKhIqGMhQxP7P5gB_RvmA5R1ItfOW_QSrIiqRQ?e=29XxoU</p> <p>Make use of any of the All Years of KS1 resources</p>	<p>https://greenacreacademytrust-my.sharepoint.com/:f:/g/personal/jsimmonds22_sflt_org_uk/EpcI9VQuXKhIqGMhQxP7P5gB_RvmA5R1ItfOW_QSrIiqRQ?e=29XxoU</p> <p>Make use of any of the All Years of KS1 resources</p>	<p>https://greenacreacademytrust-my.sharepoint.com/:f:/g/personal/jsimmonds22_sflt_org_uk/EpcI9VQuXKhIqGMhQxP7P5gB_RvmA5R1ItfOW_QSrIiqRQ?e=29XxoU</p> <p>Make use of any of the All Years of KS1 resources</p>	<p>https://greenacreacademytrust-my.sharepoint.com/:f:/g/personal/jsimmonds22_sflt_org_uk/EpcI9VQuXKhIqGMhQxP7P5gB_RvmA5R1ItfOW_QSrIiqRQ?e=29XxoU</p> <p>Make use of any of the All Years of KS1 resources</p>	<p>https://greenacreacademytrust-my.sharepoint.com/:f:/g/personal/jsimmonds22_sflt_org_uk/EpcI9VQuXKhIqGMhQxP7P5gB_RvmA5R1ItfOW_QSrIiqRQ?e=29XxoU</p> <p>Make use of any of the All Years of KS1 resources</p>	<p>https://greenacreacademytrust-my.sharepoint.com/:f:/g/personal/jsimmonds22_sflt_org_uk/EpcI9VQuXKhIqGMhQxP7P5gB_RvmA5R1ItfOW_QSrIiqRQ?e=29XxoU</p> <p>Make use of any of the All Years of KS1 resources</p>
MFL:	<p>https://www.bbc.co.uk/teach/class-clips-video/french-ks2-how-to-introduce-yourself/zf84d6f</p> <p>Virtually There: Revise how to introduce yourself</p>	<p>https://www.bbc.co.uk/bitesize/clips/z7tjmp3</p> <p>Enjoying a story! This is the story of 'The Hare and the Tortoise'. What happens?</p>	<p>https://www.youtube.com/watch?v=gBbjOyMsUD4</p> <p>Frere Jacques Listen to the nursery rhyme? Do you recognise it?</p>	<p>https://www.bbc.co.uk/bitesize/clips/zrdg9j6</p> <p>Learn how to play <i>La Marelle</i> and practice counting in French.</p>	<p>https://www.bbc.co.uk/teach/class-clips-video/french-ks2-days-of-the-week/zv2jmfr</p> <p>Virtually There: Days of the Week Can you learn the song to help you remember the days?</p>	<p>https://www.bbc.co.uk/bitesize/topics/z87fb9q/resources/1</p> <p>Old Macdonald. Can you name all the farmyard animals in French?</p>

<p>PSHE:</p>	<p>Families and Friendships: What makes a good friend?</p> <p>https://classroom.thenational.academy/lessons/who-am-i-6hgkjc</p> <p>https://classroom.thenational.academy/lessons/thats-not-fair-ccv3cc</p>	<p>What causes arguments between friends?</p> <p>How to positively resolve arguments between friends</p> <p>https://www.bbc.co.uk/bitesize/clips/zcgygk7</p> <p>https://classroom.thenational.academy/lessons/listening-ears-60w3gt</p>	<p>Families and Friendships: Being kind and respectful</p> <p>Rights in a friendship</p> <p>https://classroom.thenational.academy/lessons/forever-friends-68ukec</p> <p>https://classroom.thenational.academy/lessons/listening-ears-60w3gt</p> <p>https://www.bbc.co.uk/teach/class-clips-video/ks1-pshe-relationships-our-family-showing-respect/z7vqdp3</p>	<p>How to recognise hurtful behaviour, including online</p> <p>What to do and whom to tell if they see or experience hurtful behaviour, including online</p> <p>https://www.bbc.co.uk/bitesize/topics/zj8xvcw/articles/z9r72hv#zyf8d2p</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-text-bullying/zvqdt39</p>	<p>What is bullying?</p> <p>The different types of bullying. What does bullying look like?</p> <p>https://classroom.thenational.academy/lessons/stand-up-to-bullying-c4u6ac</p> <p>https://www.bbc.co.uk/newsround/37997289</p>	<p>The difference between happy surprises and secrets that make them feel uncomfortable or worried.</p> <p>https://classroom.thenational.academy/lessons/surprise-6rvpae</p>
<p>Music:</p>	<p>I can identify different sound sources</p> <p>https://www.bbc.co.uk/teach/bring-the-noise/orchestral-families/zfbyy9q</p> <p>Listen to the different instrument families. How are their sounds the same? How are they different?</p>	<p>I can identify well - defined musical features</p> <p>https://www.bbc.co.uk/teach/bring-the-noise/primary-music-yolanda-brown-meet-the-band/zmj4y9q</p> <p>How do the instruments work in the band? Do any of them have specific jobs to do?</p>	<p>I can explore different sound sources</p> <p>https://www.bbc.co.uk/teach/bring-the-noise/found-sounds/z7k847h</p> <p>Explore sounds around you. Can you replicate any of the sounds that the</p>	<p>I can make sounds and recognise how they can give a message</p> <p>https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/zc7m7p3</p> <p>How does music make you feel?</p>	<p>I can create and chose sounds in response to a given stimulus</p> <p>https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/zc7m7p3</p> <p>Using objects at home can you create a piece of music that could represent Lila's</p>	<p>I can create and chose sounds in response to a given stimulus</p> <p>https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/zc7m7p3</p> <p>Using objects at home can you create a piece of music to accompany the story Lila told the sky?</p>

			instruments made with things at home? Do you have any instruments to play?		journey up the mountain? What instruments will you need to use?	What sounds might you need to include?
SFL:	Theme of the week: RESPECT http://www.sflt.org.uk/chantry/wp-content/uploads/sites/4/2020/10/cca-passport-web.pdf Look in the passport, find a RESPECT task to complete.	Theme of the week: EXCELLENCE http://www.sflt.org.uk/chantry/wp-content/uploads/sites/4/2020/10/cca-passport-web.pdf Look in the passport, find an EXCELLENCE task to complete.	Theme of the week: COOPERATION http://www.sflt.org.uk/chantry/wp-content/uploads/sites/4/2020/10/cca-passport-web.pdf Look in the passport, find a COOPERATION task to complete.	Theme of the week: INDEPENDENCE http://www.sflt.org.uk/chantry/wp-content/uploads/sites/4/2020/10/cca-passport-web.pdf Look in the passport, find an INDEPENDENCE task to complete.	Theme of the week: PERSEVERENCE http://www.sflt.org.uk/chantry/wp-content/uploads/sites/4/2020/10/cca-passport-web.pdf Look in the passport, find a PERSEVERENCE task to complete.	Theme of the week: ENJOYMENT http://www.sflt.org.uk/chantry/wp-content/uploads/sites/4/2020/10/cca-passport-web.pdf Look in the passport, find an ENJOYMENT task to complete.