



Holy Trinity Church of England Academy
Termly Plan: Land Ahoy!
Year Group: 2AC

Focus + Area of Curriculum e.g. Engage, Develop, Express Innovate	Objectives	Activity and lesson outline	Differentiation	Resources/ Key Questions	Next Steps/ Necessary Skills
<p>Develop</p> <p>Geography</p>	<p>To be able to name the countries and capital cities of the United Kingdom</p>	<p>Use Google Earth to identify where in the world the UK is. Zoom in on the UK and identify the four countries of the UK. Explain that we live in England. Move on to looking at the capital cities of the UK. Discuss what these cities are like. and show the children some images so that they can see that they are very big and busy cities.</p> <p>Children to label the countries and capital cities of the UK on maps, using atlases to help them.</p>	<p>SEN: cut and stick correct labels to label map LAPs: label map using Atlas MAPs: label map and add a sentence explaining what capital cities are like HAPs: Label map and add on a mark to show where South Shields is.</p>	<p><u>Resources</u> atlases maps satellite images (Google Earth) globe map worksheets and labels</p> <p><u>Key Questions</u> What are the countries of the UK? What are the capital cities of the UK? What is the capital city of England?</p>	
<p>Develop</p> <p>Geography</p>	<p>To name, locate and identify characteristics of seas surrounding the United Kingdom</p>	<p>Identify seas of the UK using maps and satellite imaging. Make simple sketch maps to show the UK and the location of each sea.</p> <p>Discuss some of the features of each of the seas e.g. Irish Sea is between England and Ireland, Atlantic Ocean is one of the biggest seas in the world etc.</p>	<p>SEN: label the seas using cut and stick. Describe one of the seas. LAPs: label seas and match up names of seas to their descriptions. MAPs: Label seas and write a simple description of each.</p>	<p><u>Resources</u> atlases maps satellite images (Google Earth) globe map worksheets and labels</p> <p><u>Key Questions</u></p>	



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		Children to label maps of the UK with the seas and add sentences about their characteristics	HAPs: Label seas and write a simple description of each	What seas are there around the UK? What are these seas like? Which sea around the UK is largest?	
Develop Geography	To know the main 4 compass points. To give directions using compass points.	Introduce the main compass points (north, south, east and west) Use a simple map to model how we could use these to explain where different items on a map are in relation to each other. Children to label a simple compass and use it to give directions/ identify the locations of different points in relation to each other.	SEN: label compass (provide first letter to help) cloze procedure to identify positions in relation to each other e.g. the house is _____ of the school. LAPs: label compass (words provided) cloze procedure for locations. MAPs/HAPs: label compass and give simple directions	I can identify North, South East and West on a compass. I can say if a place is North/South/East or West of another place. I can give directions using North, South, East and West	
Develop Music (Note: This session will actually take up several short lessons over a number of weeks to enable children to learn and practise these songs)	Use own voice in different ways, including using a loud or soft voice, and sing simple repeated phrases.	Listen to and join in with sea shanties and traditional songs sung by or about sailors. Songs and rhymes to learn could include <i>Drunken Sailor</i> , <i>Bobby Shaftoe</i> and <i>A Hundred Years Ago</i> . Note Shanties are work songs that were used on the square-rigged ships during the Age of Sail. Their rhythms coordinated the efforts of many sailors hauling on lines. Children might like to act out these actions as they sing. Record children's performance using audio software.	Children to sing as part of a class and in small groups. Encourage children to join in as much as possible.	<u>Resources</u> Karaoke sea shanties (Cornerstones Website) <u>Key Questions</u> Can you join in with the words? What actions could we have? Which song do you like best? Why?	



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<p>Develop</p> <p>History</p>	<p>To find out about famous individuals from the past.</p> <p>To be able to place events on a timeline.</p>	<p>Listen to a simple version of the life story of Captain James Cook, retelling and sequencing the main points of the story for clarity. Use a portrait of Cook as a stimulus to talk about the qualities and characteristics that might have made him able to do the things that he did.</p> <p>Children to sequence events from the life of Captain Cook</p>	<p>SEN: place events in order, using dates to help LAPs: include more events MAPs: children to sequence events and add dates for some. HAPs: sequence events and add dates for some.</p>	<p><u>Resources</u> information about Captain Cook Images of Captain Cook Timelines Events to sequence</p> <p><u>Key Questions</u> What is captain cook famous for? When did he discover Australia? What would it have been like on his ship?</p>	
<p>Develop</p> <p>Geography</p>	<p>To be able to locate the Equator and the North and South Poles.</p> <p>To be able to locate hot and cold places around the world.</p> <p>To be able to use atlases and maps to locate places.</p>	<p>Remind the children that Captain Cook helped to create maps of many areas of the world from his travels. Today we are going to be finding out about some important features of world maps.</p> <p>Identify the Equator and the North and South Poles. Explain that the climate near the equator is hotter and nearer the Poles is colder. Briefly explain the difference between weather and climate.</p> <p>Children to label the poles and equator on a map.</p> <p>Using atlases children to locate some of the places Captain Cook visited on his adventures. Locate the countries of Hawaii, Australia, New Zealand, Tahiti and the province of Newfoundland. colour these places on the map and use a key to identify them.</p>	<p>SEN: Label equator and poles and say where hot and cold countries can be found. Cloze procedure LAPs: label equator and poles and write own sentences explaining where hot and cold countries would be. MAPs: As for LAPs. Also label the countries and provinces visited by captain cook using a key. HAPs: As for MAPs. Challenge children to say what they think the climate would be like in some of these places and why, using location of equator and poles to help them.</p>	<p><u>Resources</u> atlases maps satellite images (Google Earth) globe map worksheets and labels</p> <p><u>Key Questions</u> What seas are there around the UK? What are these seas like? Which sea around the UK is largest?</p>	



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<p>Develop</p> <p>History Computing</p>	<p>To know some ways we can find out about the past. To be able to save work. To be able to use picture drawing software.</p>	<p>Look at images of what ships would have looked like in Captain Cook's day and identify some of the key features e.g. hold, keel, gallery, rudder, main deck, quarter deck, poop deck, mast and sails</p> <p>Look at a modern sailing ship – how are they similar? How are they different? Can we identify any of the features?</p> <p>Children to draw and label a ship from Captain Cook's day and explain what some of the different parts were for using drawing software</p>	<p>SEN: label the different parts. LAPs: label parts and match up descriptions MAPs: write own descriptions of some of the parts HAPs: label parts and describe them. Compare the ship then to ships now.</p>	<p><u>Resources</u> information about Captain Cook Images of Captain Cook Timelines Events to sequence</p> <p><u>Key Questions</u> What is Captain Cook famous for? When did he discover Australia? What would it have been like on his ship?</p>	
<p>Develop</p> <p>History</p>	<p>To be able to place events on a timeline.</p>	<p>Make a timeline to show and sequence chronologically famous sea explorers including Marco Polo, Christopher Columbus, Sir Frances Drake, Sir Walter Raleigh, Henry Hudson, Captain Cook and modern day sea explorers such as Ellen MacArthur. Provide children with picture/date/information cards to sequence. Discuss the pictures of each explorer, talking about the countries they discovered and finding these on a world map. Think about the differences in their ships and dress, reflecting on what these tell us about the times in which they lived or live.</p>	<p>SEN: sequence 5 famous explorers, using dates to put them in order. LAPs: sequence 8 famous explorers, using dates to put them in order. Compare at least 2 of the explorers. MAPs/HAPs: sequence the explorers on a timeline. Write a few sentences comparing the explorers and explaining briefly what this tells us about the time in which they lived.</p>	<p><u>Resources</u> images of famous explorer and dates for timeline.</p> <p><u>Key Questions</u> When did these explorers live? What did they discover? How can we tell what order they go in? What was different about the boat Ellen MacArthur sailed in?</p>	
<p>Develop</p> <p>History</p>	<p>Use the stories of famous historical figures to compare aspects of life in different times.</p>	<p>Recap some of the famous sea explorers we looked at during the timeline activity. Find out more detail about another famous sea explorer identified on the timeline and write a fact file about them.</p>	<p>SEN: Cloze procedure about a given explorer. LAPs: Children to use information provided about an explorer to create a factfile about</p>	<p><u>Resources</u> Worksheets. Information sheets and books about different explorers.</p>	



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		<p>Allow HAPs to work in pairs to find information about different explorers. Provide information about particular explorers for MAPs and LAPs to help focus their work.</p>	<p>them. (possibly choose a more modern explorer) MAPs: Children to use information provided to write a fact file about an explorer. HAPs: Use a range of information resources (e.g. books etc) to write a factsheet about their chosen explorer.</p>	<p><u>Key Questions</u> When did this explorer live? What did they discover? When did they discover it?</p>	
<p>Engage Science</p>	<p>To be able to investigate which materials float and sink.</p>	<p>Look at some toy boats and discuss how they work. Look at images of different boats identifying and naming the materials from which they are made.</p> <p>Why do we think boats are made from these different materials?</p> <p>Explain that we are going to be making our own boats and we need to know which material to make them out of.</p> <p>Set up an investigation to test which materials float and sink. Children to complete a table of their predictions, draw a simple diagram and test their predictions, recording their results in a table.</p>	<p>SEN: Provide with a simple tick list table to make predictions and cut and stick to show results. LAPs: simple table for predictions and ask children to write results in pre-drawn table. MAPs: more detailed predictions – choose a material they think will float/sink and give reasons. HAPs: detailed predictions and use results to reach conclusions.</p>	<p><u>Resources</u> Water Tray/ tank range of materials pre-drawn tables for predictions and results</p> <p><u>Key Questions</u> Which materials do you think will float? Which materials do you think will sink? Why? Is there anything else which may affect which materials float/sink?</p>	<p>Move on to investigate how the shape of a material affects whether or not it floats.</p>



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<p>Engage</p> <p>Science</p>	<p>To be able to describe how the shape of some materials can be changed by twisting, bending, squashing or stretching.</p> <p>To be able to investigate how the shape of a material affects whether or not it will float.</p>	<p>Recap the fact that different materials float or sink. Explain that today we are going to explore which shapes float best and think about why.</p> <p>Explore which shapes float best by moulding and reshaping a lump of plasticine. First test whether the lump floats, then squash, squeeze and bend the plasticine, moulding it into a variety of shapes such as sausage, flat and cup-shaped, testing and recording at each stage how well the new shape can float.</p> <p>Children could retest their plasticine rafts on salty 'sea' water? Is there a difference? Why?</p>	<p>SEN: record which shape floated best. Use images and a simple sentence to record results.</p> <p>LAPs: sketch what each shape did and say which shape was best, suggesting reasons.</p> <p>MAPs/HAPs: Also identify what happened in salty water. Why might this be?</p>	<p><u>Resources</u> Water Tray/ tank salt plasticine</p> <p><u>Key Questions</u> Which shape do you think will float best? Why? Which shape did float best? Why do you think this is? What difference did salt water make? Why might this be?</p>	
<p>Engage</p> <p>Design and Technology Mathematics</p>	<p>To design and make a boat to carry a cargo.</p> <p>Choose and use appropriate standard units to measure mass (grams/kilograms) to the nearest appropriate unit using scales.</p> <p>(Note: this session may take more than one session to make and test the boats)</p>	<p>Remind the children what we have learned about what materials will make a good boat and what shape it will need to be.</p> <p>Explain that we are going to work in small groups to make a boat to carry a cargo.</p> <p>Provide construction toys e.g. lego and other materials such as lolly sticks and plasticine.</p> <p>Once children have made their boats start to test them, using plastic cubes as 'cargo'</p> <p>Record how much cargo each boat could carry in a table. Identify which boat carried the most and which carried the least cargo.</p>	<p>Children to work in mixed ability groups of approximately 3-4 to make the boats.</p> <p>SEN: Record in non-standard units (number of cubes)</p> <p>LAPs: support with reading scales.</p> <p>MAPs/HAPs: read scales more independently and record mass accurately in table.</p> <p>MAPs: estimate and measure.</p> <p>Challenge HAPs to estimate and calculate difference between</p>	<p><u>Resources</u> Water Tray/ tank plasticine lego wooden lolly sticks masses/ cubes to use as cargo weighing scales</p> <p><u>Key Questions</u> How will you make your boat? Which materials will you use? How will you join the materials? Where will the cargo go? How much cargo do you think this boat will hold?</p>	



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			estimate and actual mass.		
Engage History	To be able to find out about life as a pirate.	<p>Look in a treasure chest and reveal some Pirate artefacts – bandana, cutlass etc. What would these items be used for?</p> <p>Look at information about life as a pirate. Learn about the pirate’s code and the types of clothing they wore and why.</p> <p>Discuss what day-to-day life might have been like as a pirate and the different jobs they may have had on board ship</p>	<p>SEN: label a pirate’s clothes and explain why these were worn Cloze procedure</p> <p>LAPS: label a pirates clothes and give reasons for some of the items.</p> <p>MAPs: write about the clothes a pirate wore and include some simple information about the pirate code.</p> <p>HAPs: Create a simple non-chron about a pirate’s life, including clothes and the code.</p>	<p><u>Resources</u> information sheets/books about life as a pirate. diagrams of pirate clothes to label worksheets Powerpoint (communication4all) <u>Key Questions</u> Why did a pirate need to wear a hat? What were sashes used for? How did pirates get their clothes?</p>	
Develop History	To find out about famous individuals from the past.	Identify some famous pirates from the past and what made them famous. When did they live? What did they do? Where were they from? Look at <u>some</u> examples and model writing a fact file about these pirates (possibly as a Wanted poster)	<p>SEN: simple cloze procedure factfile</p> <p>LAPs: provide children with headings to organise their ideas</p> <p>MAPs: include headings. Allow children to select which pirate they write about.</p> <p>HAPs: encourage children to locate information from more than one source.</p>	<p><u>Resources</u> Fact file worksheets Information sheets about famous pirates images of famous pirates Books and information texts about famous pirates.</p> <p><u>Key Questions</u> What was your pirate’s nickname? What did your pirate do? When did they live? Where were they from?</p>	



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<p>Develop</p> <p>Geography</p>	<p>To be able to identify map symbols. To be able to use a key. To be able to identify human and physical features</p>	<p>Look at some examples of maps – treasure maps and other maps. Identify some of the symbols used on these maps. Why do we use these symbols? What do they mean? Identify which of these features on a map are human and which are physical. (e.g. forests, rivers, beaches vs roads, buildings etc)</p> <p>Identify a key on a map and explain that this helps us to know what the different symbols mean. Children to sort map symbols and their meanings into human and physical features</p>	<p>SEN: match symbols and their meaning. LAPS: some symbols to draw/ write meanings of. MAPs: include more symbols where children need to write in the symbol or its meaning. HAPs: challenge children to find some further map symbols.</p>	<p><u>Resources</u> maps images of map symbols.</p> <p><u>Key Questions</u> What do these symbols mean? Why do we use symbols on a map? Which symbols might be useful for a pirate treasure map?</p>	
<p>Develop</p> <p>Geography</p>	<p>Draw simple maps or plans using symbols for a key.</p>	<p>Recap the symbols we looked at in the previous session.</p> <p>Explain that today we are going to be making our own treasure maps using these symbols. Encourage children to think carefully about what features they will include and how they could name them with appropriate pirate names. Features might include forests, sandy beaches, quicksand, a cave, lake, swamp, mountain range...</p> <p>Children to make their own maps, complete with a simple key.</p>	<p>SEN: Children to use at least 3 symbols on their maps. LAPs: Encourage at least 5 items on the maps MAPs: Children must also include the names for some of these features e.g. 'Dead man's cove etc. HAPs: Children must also include the names for some of these features e.g. 'Dead man's cove etc.</p>	<p><u>Resources</u> Colouring pencils map keys</p> <p><u>Key Questions</u> What features are on your map? Which symbols will you need to put on your key? Where would the treasure be buried?</p>	
<p>Develop</p> <p>English/History</p>	<p>To be able to describe a pirate.</p>	<p>Explain that today we are going to be creating our own pirate identities. Look at historical pirates and identify the fact that they had a real name and a scary nickname. They would also have their own flags.</p>	<p>SEN: simple cloze procedure fact file LAPs: provide children with headings to organise their ideas MAPs: organise ideas under heading.</p>	<p><u>Resources</u> Fact file worksheets</p> <p><u>Key Questions</u> What will your pirate's name be?</p>	



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		<p>Recap some of the information about real pirates we have looked at and identify ideas to use for our own pirate identities.</p> <p>Children to create their own pirate identities in the style of a wanted poster.</p>	<p>HAPs: headings to organise ideas and encourage children to include interesting vocabulary.</p>	<p>What things has your pirate done? What is your pirate famous for? Where did your pirate come from?</p>	
<p>Develop</p> <p>Art</p> <p>(Note: This lesson may need to take two sessions – one to draw initial design and another to print it)</p>	<p>To be able to develop ideas from different starting points.</p> <p>To be able to design and make a pirate flag.</p>	<p>Look at examples of pirate flags, talking about the shapes, patterns and colours used. Explain that different pirates had their own flags and each one had a different design, although the most well-known design was the infamous skull and crossbones! Many pirates designed and used their own colours as a way to distinguish themselves and to intimidate their victims.</p> <p>Explain that today we are going to design and make our own pirate flags, choosing symbols and colours that would stand out from afar. Explain that we are going to print our flags using polystyrene tiles so simpler designs will work better.</p> <p>Children to draw their designs, thinking carefully about the colours they wish to use.</p> <p>Give children a polystyrene tile and allow them to copy their design and use tools such as empty pens to create their design.</p>	<p>Encourage children to think carefully about their designs and what they will be able to draw.</p>	<p><u>Resources</u> Images of different pirate flags. polystyrene tiles paint rollers</p> <p><u>Key Questions</u> What designs will you use? What colours will you use?</p>	
<p>Develop</p> <p>English</p>	<p>To be able to write a story about a pirate.</p>	<p>Discuss their pirate from previous lessons and discuss what sorts of things their pirate might have got up to. Share ideas and briefly plan out a pirate story that their pirate might be involved in, what sort of adventures might they be involved in?</p>	<p>SEN: focus on simple sentences LAPs: include some conjunctions MAPs: include adjectives</p>	<p><u>Resources</u> Sheets with key vocabulary on</p> <p><u>Key Questions</u> What does your pirate do?</p>	



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		Children to write a short story based on their pirate and the adventures they might have been on.	HAPs: include interesting vocabulary	What trouble do they get into? How do they solve the problem?	
Develop History	To be able to describe significant historical people and events in my own locality	Learn the story of Grace Darling, either using the playscript or other ways of telling the story. Discuss the main events and the order in which they occurred as well as why Grace Darling is famous. Children to retell the events of the story themselves, using picture prompts to help them.	SEN: Write a simple sentence for each picture. LAPs: write more sentences for each picture. MAPs: write a recount of the events, either as Grace or as a narrator – encourage children to use expressive vocabulary. HAPs: Allow children to decide whether to write a recount or in the style of a diary entry.	<u>Resources</u> Information about Grace Darling Image from the story of the rescue word mats <u>Key Questions</u> What did Grace Darling do? Why do we remember her? How do you think she felt?	
Develop Art	To be able to create a collage using different media and textures. (note this may take more than one session)	Look at some different materials and discuss their textures – rough, smooth etc. Also look at how we can create different textures by folding or scrunching. Explain that today we are going to be creating an image of a lighthouse. Look at photographs and works by artists and discuss the textures we can see. How could we create these textures? Encourage children to create a simple sketch outline of their picture, then use collage to build it up	Children to explore materials at their own level. Write sentences to evaluate work at the end. SEN: cloze procedure LAPs/MAPs – simple sentences, what went well and why HAPS: consider how to improve work.	<u>Resources</u> images of lighthouses variety of materials – fabric, tissue paper, cotton wool, cellophane etc. <u>Key Questions</u> What texture does this make What would the rocks feel like? How can you make the waves choppy? What went well?	



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<p>Develop History/PSHE</p>	<p>To be able to find out about modern day sea rescue</p>	<p>Visit from RNLI – discuss modern day sea rescue and how to stay safe at the seaside.</p>			
<p>Develop PSHE</p>	<p>To be able to explain how to stay safe around water</p>	<p>Following on from the RNLI visit, discuss some of the rules about how to stay safe in the water. Discuss the children's ideas and explain that this is important information that we need to share with others – how could we do this? Look at ideas about how to put the information into a poster. Encourage children to think about what they will need to include to make their message clear. Children to create posters identifying how to stay safe at sea.</p>	<p>SEN: Focus on a simple message LAPs: encourage children to think about the wording of their message – possibly include some key phrases to choose from MAPs: consider including more than one message on their poster HAPs: complete task independently.</p>	<p><u>Resources</u> Images from RNLI visit Colouring pencils <u>Key Questions</u> What do we need to tell people about staying safe on the beach? How can we make our messages clear?</p>	
<p>Develop Design and Technology</p>	<p>To be able to design a rescue raft To be able to select appropriate materials. To be able to program a light to flash</p>	<p>Look at images of lifeboats and discuss what materials we could use to make a lifeboat Identify design criteria e.g. it must float, it must be able to carry at least 5 people etc. Children to work in small groups to design their own lifeboats, deciding as a group on the best materials to use.</p>	<p>SEN: draw and label design with materials it will be made from LAPs: draw and label design. Identify materials and how the lighthouse will be held together. MAPs: identify materials needed HAPs: list materials needed</p>	<p><u>Resources</u> images of lifeboats <u>Key Questions</u> What materials will you use? Why? How will you make sure your lifeboat is strong? How can you</p>	<p>Gather the materials the children have identified in their plans to make the lighthouses next lesson.</p>
<p>Develop Design and Technology</p>	<p>Use tools safely for cutting and joining materials and components</p>	<p>Remind the children about safety rules – focusing on use of scissors, glue etc.</p>	<p>Children to work in small mixed ability groups.</p>	<p><u>Resources</u> Materials identified by children in previous</p>	<p>Take photographs of children's finished</p>



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	and for finishing products.	Children to work in small groups to make their lifeboats Provide children with the materials listed on their plans and allow them to build their designs in their groups.		lesson (e.g. Lego, card etc.) <u>Key Questions</u> How will you make sure you are safe? Which materials do you need? How can you make sure your lighthouse is strong?	lifeboats to use in evaluation lesson.
Develop Design and Technology	To be able to evaluate work.	Look at the lifeboats the children made in the previous session. Did they meet the design criteria? What worked well? How could they be improved? Could the lifeboat rescue the stranded people? Children to write evaluations of their finished lifeboats	SEN: simple evaluation sheet identifying what went well and how they could improve their design. LAPs: identify which design criteria they met, what they liked about their design and how it could be improved. MAPs: identify which design criteria they met, what they liked about their design and how it could be improved. HAPs: also consider how many people their lifeboat could save.	<u>Resources</u> images of lifeboats evaluation sheets (differentiated) <u>Key Questions</u> Did you met the design criteria? What worked well on your design? How could you improve your design?	
Innovate	To design and make a 'Maritime Museum'	Explain that we are going to make a mini museum in our classroom to show our parents some of the work we have done this term. Identify what we want to include in the museum, including any interactive activities and work we wish to display.	SEN: provide with a writing template with headings etc LAPs: provide with a simple writing frame. MAPs: encourage children to include	<u>Resources</u> Song Sheets Writing frames Sketch maps of classroom <u>Key Questions</u> Which work do we want to include? How could	



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		<p>Possibly ask children to create simple maps of the classroom to show where the different 'exhibits' will be and a simple leaflet explaining what is in each section.</p> <p>Identify any songs we wish to perform to the parents and include these in a program.</p>	<p>conjunctions in their writing</p> <p>HAPs: Challenge children to use more interesting vocab etc.</p>	<p>we arrange our work in the classroom? What activities do we want to include? What information needs to go into our leaflets?</p>	
<p>Express</p> <p>Music</p>	<p>Share their views and opinions on things which matter to them, providing some evidence to support, such as gathered relevant information and data.</p> <p>Use own voice in different ways including speaking, singing and chanting for different effects.</p>	<p>Invite parents to attend the 'Maritime Museum'</p> <p>Children to display some of their work from the unit, make 'Ship's biscuits' and show their parents' around our 'museum.'</p> <p>Children to perform their learned sea shanty or traditional sailor song to an invited audience of parents or peers, singing with confidence as part of a group or ensemble. Remember to co-ordinate their actions along with the song.</p> <p>Provide the lyrics so that invited guests can join in, asking the children to demonstrate the actions to others.</p>	<p>Children to perform as a class</p>	<p><u>Resources</u> Song Sheets</p>	