

Speaking and listening medium term plan – Y2

Class: Tiddler

Term: Autumn A

Story: The Three Billy Goats Gruff

Whole school topic: Reading

Main topic focus: Exploring pulse and rhythm through African drumming

Main skills to acquire:

C and L: 3-4 Can start a conversation with an adult or a friend and continue it for many turns.

C and L: Reception Articulate their ideas and thoughts in well-formed sentences.

Y2 Share my thoughts and ideas through speaking to groups of people I am familiar with.

Week	Teaching	Practising
1	Put the words 'pulse' and 'rhythm' on the board. Think aloud about what they might mean to show how you can share thoughts and ideas with the group.	Children share with a partner what they think the words might mean. Ideas are collected. Children copy different sorts of pulse using body percussion and movement to African music to reinforce the understanding of the word. Children experiment with playing a pulse in different ways on an African drum.
2	Put words 'pulse' and 'rhythm' on the board and ask a TA to share their ideas about 'pulse'.	Children write down their ideas about 'rhythm' and share them with a partner. Children explore the African drums and other percussion instruments and share with their partner how to find long and short sounds. They use this knowledge to make up some sequences of long and short sounds.
3	Put some different sorts of rhythmic pattern notation on the board and share your thoughts and ideas about one kind.	Children share with a partner what they think the notation means. They try to clap out a rhythm pattern. Children learn African drumming patterns from notation. They create their own rhythm patterns and notate them using graphic or staff notation. Children swap notation and try to interpret notation from peers.
4	Put the musical words 'texture' and 'ensemble' on the board and share your thoughts about 'texture'.	Children share their thoughts about 'ensemble'. They practice the African drumming patterns and share ideas about how to put the different rhythms together to create a performance.
5	Choose a part of a traditional tale and show how you would select things to put into sound and how you would explore the instruments to find those sounds.	Children work in a group of three to choose two or three parts of 'The Three Billy Goats Gruff' story and think about the timbre of sounds they will need. They need to share their ideas about this and about what sounds they have found as they explore the instruments.
6	Working with a TA share ideas about how you can combine some sounds to tell a part of a traditional tale.	Children work in their group of three to share ideas about how they can combine sounds to form a texture that will tell the two or different parts of the story they selected.