

P1 (Y1/2) Year A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>Fiction: Character and Setting Retelling through role play Story Sequencing Story Boards</p> <p>Non-Fiction: Posters and Leaflets</p> <p>Possible Texts: We're Going on a Bear Hunt The Gruffalo by Julia Donaldson Aliens Love Underpants</p> <p>Phonics See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Fiction: Character and Setting Retelling through role play Story Sequencing Story Boards</p> <p>Non-Fiction: Instructions</p> <p>Possible Texts: Mr wolfs pancakes by Jan Fearnley Bears don't eat egg sandwiches by Julie Fulton (instructions/sequencing) Aliens love Santa pants by Claire Freedman</p> <p>Phonics See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Fiction: Character and Setting Retelling through role play Story Sequencing Story Boards</p> <p>Non-Fiction: Recounts</p> <p>Possible Texts: Penguins Make Bad Pirates Pirates Love Underpants by Claire Freedman and Ben Cort. The pirates next door by Jonny Duddle.</p> <p>Phonics See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Fiction: Character and Setting Retelling through role play Story Sequencing Story Boards</p> <p>Non-Fiction: Letters, invitations and postcards</p> <p>Possible Texts: Unplugged by Steve Antony. The Troll by Julia Donaldson Room on a Broom by Julia Donaldson</p> <p>Phonics See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Poetry Shape Poems Acrostic Poems Poems on a theme Rhyming poems Performance Poems</p> <p>Phonics See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Non-Fiction: Information Texts: Dinosaurs Space Animals Sea Life</p> <p>Possible Texts: This is London by M.Sasek Where's spot by Eric Hall Why a wonderful home by Louis Armstrong A ticket around the world by Natalia Diaz</p> <p>Phonics See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>
Computer Science (based on Purple Mash scheme)	<p>Introduction to Computer Science</p> <p>Introduction to Coding Unit 1.7 Coding – Programming</p>	<p>Exploring Purple Mash-<i>Digital Literacy</i> Unit 1.2 Grouping and Sorting-<i>Information Technology</i></p>	<p>Unit 1.3 Pictograms –<i>Information Technology</i> Unit 1.4 Lego Builders- <i>Computer Science and Programming</i></p> <p><i>Safer Internet Day</i> Unit 1.1 Purple Mash-Online Safety (ThinkUKnow)</p>	<p>Unit 1.5 Maze Explorers-<i>Programming</i></p>	<p>Unit 1.6 Animated Storybooks-<i>Information Technology and Digital Literacy</i></p>	<p>Unit 1.8 Spreadsheets-<i>Information Technology</i></p> <p>Unit 1.9 Technology outside school- <i>Computer Science</i></p>
PE	<p>Agility, Balance and Coordination Artistic movement Copy and explore basic body actions demonstrated by the teacher.</p>	<p>Agility, Balance and Coordination Games for understanding Respond to different stimuli with a range of actions.</p>	<p>Receive and Sending Catching and throwing Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.</p>	<p>Receive and Sending Feet and hands Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.</p>	<p>Agility, Balance, Coordination, Sending and Receiving On the move</p>	<p>Agility, Balance, Coordination, Sending and Receiving. Hitting and catching</p>

Music	Rhymes and songs – incorporate hand gestures. Musical games – taking turns to listen and respond.	Familiar songs. Musical games. Listening to a variety of music genres and discussing.	Percussion instrument sound recognition. Instrument families.	Sound stories with percussion instruments. Matching games – sound and instrument. Listen and respond games.	Matching games – sound and instruments. Sound variations – how they can change in different instruments.	Visual cues using pictures, gestures, symbols. Simple compositions of 3 or 4 beats.
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P1 (Y1/2) Year B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>Fiction: Character and Setting Retelling through role play Story Sequencing Story Boards</p> <p>Non-Fiction: Diaries</p> <p>Possible Texts: Journey by Aaron Becker The Journey Home by Fran Preston-Gannon Diary of a wombat by Jackie French</p> <p>Phonics See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Fiction: Character and Setting Retelling through role play Story Sequencing Story Boards</p> <p>Non-Fiction: Letters/postcards</p> <p>Possible Texts: Good night gorilla by Peggy Rathmann Dear zoo by Rod Campbell Handa’s Surprise by Eileen Brown</p> <p>Phonics See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Fiction: Character and Setting Retelling through role play Story Sequencing Story Boards</p> <p>Non-Fiction: Recounts</p> <p>Possible Texts: There’s a Snake in My School by David Walliams. The Smeds and the Smoos by Julia Donaldson and Axel Scheffler Giraffes Can’t Dance by Giles Andreae and Guy Parker-Rees</p> <p>Phonics See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Fiction: Character and Setting Retelling through role play Story Sequencing Story Boards</p> <p>Non-Fiction: Instructions</p> <p>Possible Texts: The Slightly Annoying Elephant by David Walliams. The Koala Who Could by Rachel Bright and Jim Field The Witches Cat and the Cooking Catastrophe by Kirstie Watson</p> <p>Phonics See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Poetry: Shape Poems Acrostic Poems Poems on a theme Rhyming poems Performance Poems</p> <p>Possible Texts: The puffin book of fantastic first poems edited by June Crebbin Poems to perform by Julia Donaldson</p> <p>Phonics See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Non-Fiction: Information Texts</p> <p>Possible Texts: Monsters love underpants by Claire Freedman (monster info pack) Dinosaurs love underpants by Claire Freedman (Dino info pack) Creature features by Natasha Durley (animal info pack)</p> <p>Phonics See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>
Computer Science (based on Purple Mash scheme)	Introduction to Computer Science Introduction to Coding Unit 1.7 Coding – Programming	Exploring Purple Mash- Digital Literacy Unit 1.2 Grouping and Sorting-Information Technology	Unit 1.3 Pictograms –Information Technology Unit 1.4 Lego Builders- Computer Science and Programming Safer Internet Day Unit 1.1 Purple Mash-Online Safety (ThinkUKnow)	Unit 1.5 Maze Explorers- Programming	Unit 1.6 Animated Storybooks- Information Technology and Digital Literacy	Unit 1.8 Spreadsheets- Information Technology Unit 1.9 Technology outside school- Computer Science
PE	Agility, Balance and Coordination Artistic movement Linking several movements together with control and co-ordination.	Agility, Balance and Coordination Games for understanding Awareness of others in running, chasing and avoiding games, learning how to make simple decisions about when and where to run.	Receive and Sending Catching and throwing Pupils will be able to coordinate their body so they can receive using their hands, feet, bats and sticks with improved balance and technique.	Receive and Sending Feet and hands Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.	Agility, Balance, Coordination, Sending and Receiving On the move Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control.	Agility, Balance, Coordination, Sending and Receiving. Hitting and catching Pupils will be able to coordinate their body so they can receive using their hands, feet, bats and sticks with improved balance and technique.

Music	Rhymes and songs – incorporate hand gestures. Musical games – taking turns to listen and respond.	Familiar songs. Musical games. Listening to a variety of music genres and discussing.	Percussion instrument sound recognition. Instrument families.	Sound stories with percussion instruments. Matching games – sound and instrument. Listen and respond games.	Matching games – sound and instruments. Sound variations – how they can change in different instruments.	Visual cues using pictures, gestures, symbols. Simple compositions of 3 or 4 beats.
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P2 (Y3)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>Fiction – Visual Literacy</p> <p>Non-Fiction – Instructions</p> <p>Possible Texts: The Squirrels who Squabbled The Tiger Who Came to Tea Salty Dogs by Matty Long Mr Majeika by Humphrey Carpenter</p> <p>Phonics See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Fiction – Visual Literacy and Playscripts</p> <p>Non-Fiction – Letters, postcards, invitations</p> <p>Possible Texts: Fungus the Bogeyman by Raymond Briggs The Adventures of Captain Underpants by Dav Pilkey A range of Traditional Tales playscripts – Jack and the Beanstalk, Little Red Riding Hood, The Three Little Pigs, Goldilocks and the Three Bears.</p> <p>Phonics See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Term 3 Fiction – Science Fiction/ Fantasy</p> <p>Non-fiction – Diary Entry</p> <p>Possible Texts: Don't Look in this Book by Samuel Langley-Swain The Day The Crayons Quit by Drew Daywalt Tuesday by David Wiesner A Royal Lullabyhullabaloo by Mick Inkpen The Enchanted Wood by Enid Blyton</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Fiction – Poetry</p> <p>Possible Texts: Poems to Perform by Julia Donaldson The Puffin Book of Fantastic First Poems 100 Best Poems for Children by Roger McGough</p> <p>Phonics See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Fiction – Traditional Stories and Fairy Tales</p> <p>Non-Fiction – Posters and Leaflets</p> <p>Possible Texts: Inside the Villains by Clotilde Perrin Mr Wolf's Pancakes by Jan Fearnley Little Red Riding Hood The Three Little Pigs Jack and the Bean Stalk</p> <p>Phonics: See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Fiction – Stories with Familiar Settings</p> <p>Non-Fiction – Information Texts</p> <p>Possible Texts: On the Way Home by Jill Murphy Once Upon an Ordinary School Day by Leon McNaughton. Grandpa Chatterji by Jamila Gavin A range of information texts on animals</p> <p>Phonics: See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>
Computer Science	Unit 2.1 Coding – <i>Programming</i>	Unit 2.2 Online Safety <i>Digital Literacy</i> Unit 2.7 Making Music- <i>Information Technology and Digital Literacy</i>	Unit 2.3 Spreadsheets- <i>Information Technology Safer Internet Day</i>	Unit 2.5 Effective Searching- <i>Information Technology</i> Unit 2.4 Questioning- <i>Information Technology</i>	Unit 2.6 Creating Pictures- <i>Information Technology</i> Can be completed offline	Unit 2.8 Presenting ideas- <i>Information Technology</i>
PE	Agility, Balance and Coordination Artistic movement, link actions and basic sequences.	Agility, Balance and Coordination Games for understanding, dodge, weave, use of different levels.	Receive and Sending Catching and throwing involving distances and movement.	Receive and Sending Feet and hands to dribble and move an object.	Agility, Balance, Coordination, Sending and Receiving The use of sticks, bats and nets.	Agility, Balance, Coordination, Sending and Receiving. Hitting and catching on the move.
Music	Sound stories with percussion instruments. Linking sounds to actions. Working as a group, turn taking – listen and respond.	Listen to a variety of music genres, discussion on music moods and feeling. Practise using percussion instruments to allow response to changes in music.	Percussion instrument families. Musical vocabulary linked to skills involving pictures, signs, symbols to support understanding. Introduce broader terminology linked to instruments, genres and sounds.	Basic compositions of 4-8 beats. Pictures, signs, symbols for simple scores.	Matching games – sound and instruments. Sound variations – change using different pressure/breath. Listen and respond games – matching sounds.	Changes in pressure/breath to create different sounds. Pictures, symbols, signs adapted to reflect change in sound. Sequences involving repeating patterns of up to 8 beats.

						Independent composition of 4 - 8 beats.
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P3 (Y4)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>Fiction – Visual Literacy</p> <p>Non-fiction – Instructions</p> <p>Possible Texts - I can only draw worms - Will Mabbitt Not Now Bernard - David McKee The Dark - Lemony Snicket Mr Majeika - Humphrey Carpenter Hansel and Gretal</p> <p>Phonics See Read Write Inc Programme of Study (To be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive script</p>	<p>Fiction – Poetry</p> <p>Non-fiction – Journalistic recounts</p> <p>Possible Texts - Silver - Walter de la Mare Revolting Rhymes - Roald Dahl Michael Rosen’s book of very silly poems Let’s Celebrate! Festival poems from around the world Debjani Chatterjee & Brian D’Arcy</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive script</p>	<p>Fiction – Narrative Verse</p> <p>Non-fiction – Explanation Texts</p> <p>Possible Texts- The Cat In The Hat - Dr Seuss The Magic Finger - Roald Dahl The Owl who was afraid of the dark - Jil Tomlinson The Lorax - Dr Seuss Where we are - Oliver Jeffers</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive script</p>	<p>Fiction – Playscript/traditional tales</p> <p>Non-fiction – Diary entries</p> <p>Possible Texts - Play time! Julia Donaldson 12 Fabulously Funny Fairy Tale Plays - Justin McCroy Martin I want my hat back - Jon Klassen Voices in the Park - Anthony Brown</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive script</p>	<p>Fiction – A story with a historical setting (linked to Ancient Greece)</p> <p>Non-fiction – Newspapers</p> <p>Possible Texts - Ancient Myths Collection by McCraughean and Ross Beast Keeper: Beasts of Olympus by Lucy Coats Mission To Marathon by Geoffrey Trease Ancient Greece (DK Eyewitness Books Series)</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive script</p>	<p>Fiction – Stories from other cultures</p> <p>Non-fiction – Persuasive Writing & Letters</p> <p>Possible Texts - Wolves in the walls -Gaiman Gorilla - Anthony Browne Fungus the Bogeyman - Raymond Briggs Tusk Tusk by David McKee Lila and the secret of the rain - Conway & Jude Daly Dim Sum for everyone - Grace Li Panchatantra: Indian Folk Tales by PV Sharma</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive script</p>
Computer Science	<p>Unit 3.1 Coding – Programming</p>	<p>Unit 3.3 Spreadsheets – Information Technology</p>	<p>Unit 3.2 Online Safety</p> <p>Unit 3.8 Graphing- Information Technology Safer Internet Day 9th February</p>	<p>Unit 3.4 Touch Typing – Information Technology</p> <p>Unit 3.7 Simulations – Information Technology and Programming</p>	<p>Unit 3.6 Branching Databases- Information Technology and Digital Literacy Difficult to teach via home-schooling</p> <p>Unit 3.2 Online Safety- Digital Literacy (ThinkUKnow)</p>	<p>Unit 3.5 Introduction to Email (including online safety)- Information Technology and Digital Literacy</p>
PE	<p>Agility, Balance and Coordination Artistic movement, linking move together, fluency of movement and body shape.</p>	<p>Agility, Balance and Coordination Games for understanding, move with control, move with fluency, Change of speed and levels.</p>	<p>Receive and Sending Catching and throwing, receiving on move, off ground, intercept, Use of space.</p>	<p>Receive and Sending Feet and hands to dribble and move an object. Aiming, small side games. Getting into space.</p>	<p>Agility, Balance, Coordination, Sending and Receiving The use of sticks, bats and nets. Aiming and accuracy.</p>	<p>Agility, Balance, Coordination, Sending and Receiving. Hitting and catching on the move. Fielding long barrier, retrieve and return to target, accuracy improvement</p>

<p>Music</p>	<p>Instruments and their families</p> <p>Sound stories with percussion instruments. Understanding choice of instrument – linking to the sound they want to create. Following basic compositions of 4-8 beats, keeping to the rhythm.</p>	<p>Music genres and their associated instruments</p> <p>Musical vocabulary linked to skills involving pictures, signs, symbols to support understanding. Descriptive words for music introduced. Listening to a variety of genres using appropriate terminology for each. Comparisons of recorded and live music to show their differences and similarities and prompt discussion.</p>	<p>Linked to Ancient Egyptians topic - music/instruments</p> <p>Listen and respond tasks. Modelling of changes in dynamics, pitch, tempo 'My turn, your turn'</p>	<p>Music/instruments</p> <p>Basic compositions of 4-8 beats to follow. Pictures, signs, symbols for simple scores. Independent composition of above for 4-8 beats. Introduce basic notation on tuned instruments.</p>	<p>Basic music skills/ rhythm and pulse/ notation</p> <p>Sound stories, using both instruments and voices. Tasks involving group work to create own sound stories. Repetition of chants and chorus' initially, moving onto a class song choice to learn and sing together.</p>	<p>Pitch/ tone/ timing/ making music</p> <p>Repeating patterns learned. Creating own soundscapes and musical compositions in groups. Combining compositions with others and learning each part to increase complexity. Thinking of pitch, dynamics, and expression within their compositions and demonstrating to others their ideas.</p>
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Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>Focus Texts - Where the Wild Things are by Pippa Longstocking</p> <p>The Invisible by Tom Percival</p> <p>Ocean Meets Sky by The Fan Brothers</p>	<p>The Midnight Fair by Gideon Sterer</p> <p>The Tunnel by Anthony Browne</p> <p>How The Grinch Stole Christmas by Dr Seuss.</p>	The Boy Who Grew Dragons by Andy Shepherd	<p>Focus Text - Flat Stanley</p> <p>Non-fiction –</p> <p>Poetry -</p>	<p>Focus Text - The Nothing to See Here Hotel by Steven Butler.</p> <p>Non-fiction –</p> <p>Poetry -</p>	<p>Focus Text – Fantastic Mr Fox</p> <p>Non-fiction – Instructions – Revolting Recipes by Roald Dahl.</p> <p>Poetry - Revolting Rhymes by Roald Dahl</p>
Computer Science	4.1 Coding	Purple Mash- 4.7 Effective searching Making Music	<i>Safer Internet Day</i> Purple Mash- 4.2 Internet Safety	Purple Mash- 4.5 Using Logo Email basics	Purple Mash- 4.6 Animation	Purple Mash-4.8 Hardware Investigators and 4.4 Writing for different audiences
PE	Agility, Balance and Coordination Linking moving together, fluency of movement and body shape on the move.	Agility, Balance and Coordination Games for understanding, move with control, move with fluency, Change of speed and accuracy.	Receive and Sending Catching and throwing, Attacking & defending.	Receive and Sending Feet and hands to dribble and move an object. Attacking and defending, transferring skills from hands to feet.	Agility, Balance, Coordination, Sending and Receiving Athletic equipment. Throwing, jumping running	Agility, Balance, Coordination, Sending and Receiving. Hitting and aiming, catching on the move, throwing over distance.
Music	Discussing ideas with adults. Discussing their ideas within a group situation with peers. Understanding choice of instrument – linking to the sound they want to create. Follow basic notation with percussion instruments, rhythmically.	Listen and respond tasks. Modelling of changes in dynamics, pitch, tempo 'My turn, your turn'. Thinking of pitch, dynamics, and expression within their compositions and demonstrating to others their ideas.	Musical vocabulary linked to skills involving pictures, signs, symbols to support understanding. More descriptive words for music introduced. Listening to a variety of genres using appropriate terminology for each. Comparisons of recorded and live music to show their differences and similarities and prompt discussion.	Pictures, signs, symbols for simple scores. Basic compositions of 8-12 beats to follow. Introduce basic notation on tuned instruments. Independent composition of above for 8-12 beats using basic notation.	Sound stories, using both instruments and voices. Tasks involving group work to create own sound stories. Repetition of chants and chorus' initially, moving onto a class song choice to learn and sing together.	Creating own soundscapes and musical compositions in groups. Discussions on choices in their groups. Combining compositions with others and learning each part to increase complexity. Thinking of pitch, dynamics, and expression within their compositions and demonstrating to others their ideas

Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>Focus Text – Charlie and the Chocolate Factory by Roald Dahl</p> <p>Non-Fiction – Instructional Texts –</p> <p>Poetry - Narrative – Chocolate Cake by Michael Rosen</p>	<p>Focus Text – Diary of Wimpy Kid by Geoff Kinny</p> <p>Non – Fiction – Diary Writing</p> <p>Poetry</p>	<p>Focus Text – How to Train Your Dragon by</p> <p>Non-Fiction – Information Texts</p> <p>Poetry</p>	<p>Focus Text – The Night We Got Stuck in a Story by Ben Miller</p> <p>Non-Fiction –</p> <p>Poetry</p>	<p>Focus Text - The Boy in a Dress by David Walliams.</p> <p>Non-fiction</p> <p>Poetry -</p>	<p>Focus Text – Playscript – Beauty is a Beast by D M Larson</p> <p>Non-fiction –</p> <p>Poetry -</p>
Computer Science	<p>5.4 Databases – <i>Information Technology</i> Effective searching- key databases</p>	<p>5.6 3D Modelling – <i>Information Technology</i></p>	<p>5.2 Online Safety – <i>Digital Literacy</i> Safer Internet Day</p>	<p>5.1 Coding - <i>Programming</i> Simple Presentations</p>	<p>5.3 Spreadsheets – <i>Information Technology</i> <i>Digital Media- Basic photo editing</i></p>	<p>5.5 Game Creator – <i>Programming</i> First Lego League- Lego WeDo</p>
PE	<p>Agility, Balance and Coordination Construct more complex moves based on actions.</p>	<p>Agility, Balance and Coordination Games for understanding, Move into a space to send receive a pass in a competitive situation.</p>	<p>Receive and Sending Catching and throwing, Attacking. The use of space to be effective.</p>	<p>Receive and Sending Feet and hands to dribble and move an object. Defending, The use of space to be effective.</p>	<p>Agility, Balance, Coordination, Sending and Receiving Athletic equipment. Throwing, jumping, and adding power and distance.</p>	<p>Agility, Balance, Coordination, Sending and Receiving. Bowling action for different activities.</p>
Music	<p>Discussing their ideas within a group situation with peers. Understanding choice of instrument – linking to the sound they want to create. Follow basic notation with percussion instruments, rhythmically.</p>	<p>Listen and respond tasks. Modelling of changes in dynamics, pitch, tempo 'My turn, your turn'. Thinking of pitch, dynamics, and expression within their compositions and demonstrating to others their ideas.</p>	<p>Musical vocabulary linked to skills to support understanding. Descriptive words for music incorporated readily into discussions. A variety of genres known, using appropriate terminology for each. Comparisons of recorded and live music to show their differences</p>	<p>Basic compositions of 8-12 beats to follow. Introduce basic notation on tuned instruments. Independent composition of above for 8-12 beats using basic notation.</p>	<p>Tasks involving group work to create own soundscapes. Repetition of chants and chorus' initially, moving onto a class song choice to learn and sing together, and solo singing encouraged.</p>	<p>Creating own soundscapes and musical compositions in groups. Combining compositions with others and learning each part to increase complexity. Thinking of pitch, dynamics, and</p>

			and similarities and prompt discussion.			expression within their compositions and demonstrating to others their ideas. Using improvisation to extend ideas/adapt compositions.
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