

Long Term Planning St Mary's Dorchester					
Rosenshine Paedagogy	1.Daily review 2.Present new material using small steps 3.Ask questions 4.Provide models 5.Guide pupil practice 6.Check for pupils understanding 7.Obtain a high success rate 8.Provide scaffolds for difficult tasks 9.Independent practice 10.Weekly and monthly review	Gospel Values	Humility Compassion Kindness Forgiveness Integrity Peace Courage	COEL	Go for it Gorilla Creative Chameleon Concentrating Crocodile Editing Elephant Proud Peacock Persevering Parrot

	Autumn	CC Link	Spring	CC Link	Summer	CC Link
Maths	<u>Autumn 1</u> - Number Numbers to 100 Adding & Subtracting Money Multiplication and Division	FS - length of sticks ICT History	<u>Spring 1</u> Multiplication and Division Statistics Length and Height Properties of Shape Fractions	Riddles Topic Art with shape  Science Rapunzel's	<u>Summer 1</u> Position and Direction Problem Solving - efficient methods Time Weight Volume and Temperature	Topic based problems

		Science  FS - volume of water/Science materials		garden Camouflage Science Data on animals  Art - symmetry		Science - animals PE- sports day
English	<p><u>Autumn</u> The Crow's Tale - fable The Great Fire of London - Diary Meerkat Christmas - postcard</p> <p>Books to include - 1st week on Earth focus - Dr Xargle's Book Of Earthlets - Tony Ross <u>How to train your dragon - Cressida Cowell</u> George and the dragon - Christopher Wormwell King Arthur and the Knights of the Round Table - Marcia Williams <u>Medieval castles pop up carousel book - Phil Wilson</u> Not Now Bernard - David McKee ( PHSE)</p> <p>Books to include - Pumpkin soup - Helen Cooper ( Autumn) Who's afraid of the Big Bad Wolf? - Lauren Child ( Christmas build up- see Pie Corbett's notes)</p>	<p>Geog-- castles</p> <p>History - Castle trip and Remembrance service</p> <p>History</p> <p>RE - Christmas and Advent PHSE - choices Geog - cold places</p> <p>RE-- Christmas and Advent ( Bks at bedtime/library trip)</p>	<p><u>Spring 1</u> Little Red Reading Hood - narrative - traditional tale Bathroom Fiddler - Michael Rosen - poetry</p> <p>Books to include - <u>The Jungle Book - Kipling ( modified versions)</u> Willie - Berlie Doherty ( can wild animals be friends?) Meerkat Mail Emily Gravett ( Geog) Dick Whittington ( Geog) <u>The Hedgehog - Dick King Smith ( Geog - roads)</u> Amazing Grace - Mary Hoffman (special people) Gorilla - Anthony Browne <u>The owl who is afraid of the dark - Jill Tomlinson</u> Lord of the Forest - Caroline Pitcher Running Wild - Michael Morpurgo</p> <p><u>Spring 2</u> The Marvellous Squishy Itty Bitty - Beatrice Alemagna - narrative Plants - information texts</p> <p>Books to include - The Flower - John Light ( before library visit) Emily Brown and the Thing - Cressida Cowell ( PHSE) Frog and Toad Together - Arnold Lobel ( or Wind in the willows) <u>Fantastic Mr Fox - Dahl ( survival)</u></p>	<p>Geog - atlas</p> <p>Art - Henri Rousseau</p> <p>Science - animals History Geography</p> <p>RE Easter</p>	<p><u>Summer 1</u> The building boy</p> <p>Books to include - <u>Non fiction on Mary Anning</u> Anansi <u>Tuesday - David Wiesner ( 30 x copies)</u></p> <p><u>Summer 2</u> Instructions for a bird feeder Poetry - If I were in charge of the world</p> <p>Books to include - The sandman and the Turtles - Michael Morpurgo <u>The Giraffe, the Pelly and Me - Dahl (</u> having dreams) <u>Flat Stanley - Jeff Brown</u> Penguins - Emily Bone Splat says thank you - Rob Scotton ( PHSE)</p>	<p>History - Mary Anning</p> <p>Art - fossils</p> <p>PE</p> <p>Geog - Pollution in the oceans Atlas</p> <p>PHSE</p> <p>RE - compassion</p>

Religion	<p><b>Beginnings</b> - God is present in every beginning</p> <p><b>Judaism</b> - Shabbat</p> <p><b>Signs and symbols</b> - in Baptism</p> <p><b>Preparations</b> - Advent: preparing to celebrate Christmas</p>	Geog History ECO Art	<p><b>Books</b> - The books used in Church</p> <p><b>Islam</b> - Prayer at home.</p> <p><b>Thanksgiving</b> - Mass, a special time to thank God.</p> <p><b>Lent/Easter</b> - Opportunities to start anew</p>	History	<p><b>Spread the Word</b> - Pentecost - a time to spread the Good News.</p> <p><b>Rules</b> - reasons for rules in the Christian family</p> <p><b>Treasures</b> - God's treasures; the world</p>	History Geography
Science	<p><u>Autumn 1</u> Keeping healthy: fitness and hygiene. <b>Mental well being - nurse</b> <b>Skills</b> Questioning, observing closely, identifying, comparing, categorising, testing, gathering and recording data Q How do you know if you are healthy? What would you put in a survival kit for a baby/child/adult? Why is it important to have dental and medical check ups? What do you do to stay well mentally? Autumn 2 Materials: Exploring materials and their purpose. <b>Skills</b> Observing, understanding processes of reproduction and growth, categorising, asking questions, suggesting ways to find answers to questions, identifying, measuring, describing. Q What materials would you use if you were building a modern castle and why? Can we justify using plastic any more?</p>	<p>DT Maths ICT</p> <p>PE Science ( <b>dentist visitor</b>) Maths - measure</p>	<p><u>Spring 1</u> Animals and habitats: How Jungle animals survive( survival kit) <b>Skills</b> Using secondary sources of information, grouping and classifying. Q Do all animals need the same thing to stay healthy and survive? Can we make a home for our bugs anywhere we choose? Describe basic needs of animals for survival Main changes as young animals/ humans into adults  <u>Spring 2</u> Plants and survival: What they need and how much - to stay healthy.  <b>Skills</b> Investigating, Noticing patterns, testing, observing and recording, classifying, describing, Q Do all plants need the same amount of water and sunlight? How do we know that a plant is healthy?</p>	<p>ICT FS Maths ( even and odd number of spots)</p> <p>Maths- RGarden Fibonacci sequence Measure FS Art</p>	<p><u>Summer 1</u> What makes different creatures special? Food chains <b>Skills</b> Observing closely, asking simple questions, identifying and classifying.. Q Do some creatures stand more chance of surviving than others? Do all creatures have something that makes them special? Linked to fossils: alive/dead/never lived <u>Summer 2</u> <b>The Environment</b>  <b>Skills</b> Describing, scientific vocabulary, exploring and comparing, identification, describing, sorting and classifying, answering questions, categorising. Q Why do we need to recycle? Why is our environment important? What is renewable energy?  <a href="https://www.youtube.com/watch?v=MK1urY639XQ">https://www.youtube.com/watch?v=MK1urY639XQ</a></p>	<p>Maths Venn d ICT</p> <p>FS Maths English Eco system</p>
Computing	<p><u>Autumn 1</u> Coding Unit 2.1- 4 weeks <b>Skills</b> I can explain an algorithm is a set of instructions to complete a task. I know I need to carefully plan my algorithm</p>	<p>PSHE English - leaflet</p> <p>History -</p>	<p><u>Spring 1</u> Questioning - 5 wks <b>Skills</b> To learn about data handling tools that can give more information than pictograms. To use yes/no questions to separate information. To construct a binary tree to identify items.</p>	<p>Science - menus</p> <p>History PSHE</p>	<p><u>Summer 1</u> Making Music <b>Skills</b> To make music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence. To edit and refine composed music.</p>	

	<p>so it will work when I make it into code. I can design a simple program using 2Code that achieves a purpose. I can find and correct some errors in my program I can say what will happen in a program I can spot something in a program that has an action or effect (does something).</p> <p><b>Q</b> What is an algorithm and why is it useful in coding? Can you explain what the repeat command and timer command do? If you are good at coding, you don't need to debug. Is this true?</p> <p><b>Autumn 2</b> Online Safety Unit 2.2 - 3 wks Spreadsheets Unit 2.3 - 4 wks</p> <p><b>Skills</b> I can find data using specific searches –for example, using 2Investigate. I can use several programs to organise information –for example, using binary trees such as 2Question or spreadsheets such as 2Calculate. I can edit digital data such as data in music composition software like 2Sequence. I can share work and communicate electronically –for example using 2Email or the display boards. I can report unkind behaviour and things that upset me online, to a trusted adult.</p> <p><b>Q</b> Why would you copy &amp; paste when using a spreadsheet? How could a spreadsheet help you when you are planning some shopping?</p> <p>Why is a search bar useful? What is an email? What is meant by a digital footprint?</p>	<p>castles English - story telling</p>	<p>To use 2Question (a binary tree database) to answer questions. To use a database to answer more complex search questions. To use the Search tool to find information</p> <p><b>Q</b> How does a pictogram show information? How is information organised in a binary tree? How can a database help organise information?</p> <p><b>Spring 2</b> Effective Searching Creating Pictures</p> <p><b>Skills</b> To understand the terminology associated with searching. To gain a better understanding of searching on the Internet. To create a leaflet to help someone search for information on the Internet. To learn the functions of the 2Paint a Picture tool. To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). To recreate Pointillist art and look at the work of pointillist artists such as Seurat. To learn about the work of Piet Mondrian and recreate the style using the lines template. To learn about the work of William Morris and recreate the style using the patterns template</p> <p><b>Q</b> How can I search the Internet? What are the main features of Impressionism? What are the main features of pointillism? What are the main features of Surrealism?</p> <p><b>PURPLEMASH</b> Unit 2.4 Questioning Unit 2.5 Effective Searching Unit 2.6 Creating Pictures</p>	<p>Ed City</p>	<p>To think about how music can be used to express feelings and create tunes which depict feelings. To upload a sound from a bank of sounds into the Sounds section. To record and upload environmental sounds into Purple Mash. To use these sounds to create tunes in 2Sequence</p> <p><b>Q</b> What is meant by digital music? How can I change how my music sounds? What is meant by the tempo of the music?</p> <p><b>Summer 2</b> Presenting Ideas <b>Skills</b> To explore how a story can be presented in different ways. To make a quiz about a story or class topic. To make a fact file on a non-fiction topic. To make a presentation to the class. .</p> <p><b>Q</b> What do we need to think about when planning a presentation? Why should I plan out my presentation?</p> <p><b>PURPLEMASH</b> Unit 2.7 Making Music Unit 2.8 Presenting Ideas</p>	
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	<b>PURPLEMASH</b> Unit 2.1 Coding Unit 2.2 Online Safety Unit 2.3 Spreadsheets					
History	<b>Guy Fawkes</b> <b>Assessment: Make a judgement - should we still remember the 5th November?</b>  <b>The Royals - past and present</b> <b>Pre and post unit assessment : Explain two differences between the life of King Charles 11 and the life of Queen Victoria.</b>	RE PHSE   RE Eng PHSE Science DT	<b>Travelling Columbus</b> <b>Assessment: Explain 2 consequences of Columbus travelling around the world.</b>	ICT Geog PHSE Science	<b>Anning</b> <b>Assessment: Make a judgement - is Anning a significant person in our local and national history?</b>	Geog ICT PHSE
Geog	<b>Oliver Jeffers Here We Are</b> <b>Assessment : Where is the water on planet Earth?</b>  <b>Castles, Locations and landmarks</b> <b>Assessment : Explain why a castle is built where it is.</b>	Science DT	<b>Seasonal foods</b> <b>Assessment: Explain why some foods are grown in some countries and not in others.</b>	DT FS Science	<b>The wonders of the Jurassic coastline</b> <b>Assessment: Assessment: Where is the Jurassic coastline and what makes it special?</b>	Science English History DT ECO schools
PE	<b>Multi-Skills</b> <b>Key Questions:</b> How does exercise keep me healthy? Why is it important to have good balance? coordination? agility? How can I improve those skills? What different ways can you pass a ball to a partner? <b>Key Vocabulary:</b>	History Science - well being PSHE	<b>Dance</b> <b>Key Questions:</b> How can you join moves together to make the dance flow? What parts of your body do you use when making the tuck shape? How can you improve your performance? <b>Key Vocabulary:</b>	ScienceWell being Science PHSE	<b>Games (Rounders)</b> <b>Key Questions:</b> Compare cricket skills and rounders skills, what is the same and what is different? How do you get someone 'out' in rounders? What is the best technique for bowling?	Science - healthy bodies Well being

	<p>roll, agility, balance, control, safely, coordination, throwing, confidence, catching, technique</p> <p><b><u>Key Knowledge:</u></b> You will learn to develop your balance, agility and coordination, (a,b,c's) We will learn how to use our bodies with control and develop our skills using equipment. We will focus on Rolling, Bouncing, Throwing. We will recognise and describe what our bodies feel like during different types of activity, we will lift, move and place equipment safely.</p> <p><b><u>Gymnastics</u></b></p> <p><b><u>Key Questions:</u></b> How do I know when I have found a good position? Can I hold my pose for 5 seconds? How can I move from this position into another one? What parts of my body are working hardest?</p> <p><b><u>Key Vocabulary:</u></b> coordination, agility, balance, posture, performance, hold, transition, sequence, technique, decision making, tactical awareness</p> <p><b><u>Key Knowledge:</u></b> We will move with coordination, balance and agility. We will learn to make shapes with our bodies. You will learn how to transfer your weight from hands and feet</p>		<p>balance, rhythm, coordination, pose, transition, technique, reflect</p> <p><b><u>Key Knowledge:</u></b> You will learn to perform dances which involve simple patterns. Develop flexibility, strength, technique, control and balance. Join a range of movements together to form a sequence that you will perform and reflect on. We will link some movements to show a feeling or mood.</p> <p><b><u>Multi-Skills (Cricket)</u></b></p> <p><b><u>Key Questions:</u></b> How do you score a point in cricket? Are there any strategies you can use to help you win? Can a player run with the ball? Why is it important to listen to my teammates?</p> <p><b><u>Key Vocabulary:</u></b> Bat, batter, bowler, fielder, point, strategy, technique, teamwork, wicket, run/s</p> <p><b><u>Key Knowledge:</u></b> We will be sending a ball off a tee using a bat. We will play two types of games to score. We will learn to stop moving when the bowler has the ball. We will learn how to play as a fielder. We will learn the rules of the game and safety measures.</p>		<p>Should you always try to run around the entire pitch?</p> <p><b><u>Key Vocabulary:</u></b> Base, bowler, fielder, back stop, speed, decision making,</p> <p><b><u>Key Knowledge:</u></b> We will be sending a ball off a tee using a bat. We will play two types of games to score. We will learn to stop moving when the bowler has the ball. We will learn how to play as a fielder. We will learn the rules of the game and safety measures.</p> <p><b><u>Athletics</u></b></p> <p><b><u>Key Questions:</u></b> How do I stay competitive and work as a team? What are the best techniques for long jump? Shot put? Long distance running?</p> <p><b><u>Key Vocabulary:</u></b> Shot put, long jump, sprint, long distance, baton, relay race, strategy, tactical awareness, decision making, team work, perseverance.</p> <p><b><u>Key Knowledge:</u></b> We will be learning to run with agility and confidence, We will learn the best techniques for; jumping for distance, height, throwing objects, running for distance and for speed,</p>	
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	<p>We will work together to create a sequence of moves and then perform it to the rest of our class.</p> <p>We will make our bodies tense, relaxed, curled and stretched in a range of movements.</p> <p>We will perform a sequence with changes in speed and direction. Jump/land with control creating different body shapes in flight.</p> <p>We will be still on one/two points of contact using floor and apparatus and link shapes/roll/travel/ shape and jumps.</p>				<p>We will also learn to complete an obstacle course.</p> <p><b>Swimming</b></p> <p>The children will refine their technique when travelling in the water to begin using recognised strokes.</p> <p>This will include how to breathe effectively in the water, use their arms, legs and work on the timings of each movement.</p>	
<b>Forest Schools</b>	<p>Team building - stick tower (1)</p> <p>Following instructions - Blind fetch</p> <p>Settings with small characters (3)</p> <p>Materials: How many ways to collect water?/volume(2)</p> <p><b>Skills</b></p> <p>Directional language, measuring, communication, investigating, categorising, designing and evaluating.</p> <p><b>Q</b></p> <p>How can I solve this problem?</p> <p>What equipment do I need?</p>	<p>Maths</p> <p>English</p> <p>DT</p> <p>PSHE</p> <p>RE</p> <p>Science</p> <p>Geography</p>	<p>Team building - stick tower (1)</p> <p>Following instructions - Blind fetch</p> <p>Settings with small characters (3)</p> <p>Materials: How many ways to collect water?/volume(2)</p> <p><b>Skills</b></p> <p>Directional language, measuring, communication, investigating, categorising, designing and evaluating.</p> <p><b>Q</b></p> <p>How can I solve this problem?</p> <p>What equipment do I need?</p>	<p>Science</p> <p>History</p> <p>Geog</p> <p>PSHE</p> <p>Maths</p>	<p>Hidden gems - dandelion tea</p> <p>Cooking - lemon cake in a lemon</p> <p>Drawing food chains with ground rock</p> <p><b>Skills</b></p> <p>Designing food chains, understanding materials, cooking skills, evaluating.</p> <p><b>Q</b></p> <p>How much of the natural food around us can we eat?</p>	<p>DT</p> <p>Maths</p> <p>Science</p>
<b>PSHE</b>	<p>Relationships and how people feel ( I can problem solve and SCARF)</p> <p><b>Q</b></p> <p>Does the way that I behave impact other people?</p> <p>Is it ok to tell people how I feel?</p>	RE	<p>Choices people make and why ( I can problem solve and SCARF)</p> <p><b>Q</b></p> <p>Am I in control of the choices I make or other people?</p>	<p>History</p> <p>Geog</p> <p>RE</p>	<p>Problem solving skills( I can problem solve and SCARF)</p> <p><b>Q</b></p> <p>Can I always solve problems on my own?</p> <p>Is it possible to learn new ways of behaving?</p>	<p>Maths</p> <p>FS</p> <p>English</p>
<b>DT</b>	<p><b>Castles</b></p> <p><b>Assessment :</b></p>	Science - properties	<p><b>Jungles</b></p> <p><b>Assessment: What healthy ingredients</b></p>	Science - Eatwell plate	<p><b>Oceans</b></p> <p><b>Assessment: What recyclable</b></p>	Geography RE -

	<p><b>How can I design a castle that will be strong and freestanding?</b></p> <p><b><u>Designing, creating and reviewing castles</u></b></p> <p>Recall castle features - battlement, drawbridge and portcullis</p> <p>Know that a castle can be made from a range of <b>materials</b>, but stiffer materials will make a more <b>stable model</b></p> <p>To choose <b>authentic features</b> to design a castle and consider materials that can be <b>cut</b> and <b>shaped</b>, but stable.</p> <p>To know how to measure and mark out the <b>battlements</b> on a castle design with some <b>accuracy</b></p> <p>To know how to join materials on the outside and inside of a model to make it more stable. Explain the ways a design can be <b>finished</b> to make it look more authentic.</p> <p>Describe what was successful about a design and what improvements could be made.</p> <p><b>Making -</b> Pupils should generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Build structures, exploring how they can be made stronger, stiffer and more stable. Control and use of materials to develop and share ideas, create a design, think critically, evaluate and analyse. Explore and evaluate a range of existing</p>	<p>of &amp; suitability of materials</p> <p>English</p> <p>Maths - measure</p>	<p><b>will combine to make a delicious smoothie?</b> <b><u>Making a smoothie</u></b> Know that a <b>healthy smoothie</b> can be made with fruit and or vegetables.</p> <p>Know 3 <b>fruits</b> or <b>vegetables</b> that are in season that could be included in a fruit <b>smoothie</b> from <b>Apples, Pears, Celery, Kale and Carrots.</b></p> <p>Discuss likes and dislikes and what combination of <b>fruits</b> and or <b>vegetables</b> would make a tasty <b>smoothie</b> and why.</p> <p>Describe the <b>flavours</b> in existing <b>smoothies</b> and which <b>flavours</b> you would like to include in your <b>smoothie</b> and why.</p> <p>Give reasons for the choice of <b>fruit</b> and <b>vegetables</b>, the name and design of your smoothie label.</p> <p>Know that to prepare a smoothie, you use <b>cutting, peeling, grating</b> and <b>blending</b> techniques.</p> <p>Know how to prepare <b>food safely</b> and hygienically without using a heat source.</p> <p>Talk and write about their own <b>product</b> and how to make their product better.</p> <p>Begin to recognise that everyone should eat at least five portions of fruit and vegetables everyday Know how to prepare simple dishes safely and hygienically without using a heat source Use techniques e.g. cutting, peeling and grating. <b>Q</b> <b>What does a healthy meal look like?</b></p>	<p>- the right amounts of different types of food</p> <p>History PE</p> <p>PHSE - well being</p> <p>Geography - where food comes from in the world/ seasonal foods</p> <p>English - recipe writing and instructions</p> <p>Eco Schools- (Laudato Si) Healthy Living</p>	<p><b>materials could I choose to make a functioning litter picker?</b></p> <p>Understand why it is important to dispose of <b>litter</b> responsibly.</p> <p>Explore a range of <b>litter picker designs</b> including those made with <b>recyclable materials</b>. Explain how your design will work, the components you have added to your <b>design</b> and the choices of <b>recycled materials</b> for a working <b>litter picker</b>.</p> <p>Make simple judgements about their <b>products</b> against design criteria.</p> <p>Talk and write about how to improve their <b>product</b>.</p> <p><b>Design purposeful, functional, appealing products for themselves and other users based on design criteria</b> <b>What is the purpose of the product?</b> <b>How do existing products work?</b> <b>What recycled materials will you choose for your litter picker and why?</b> <b>How will your design work?</b> <b>Was your design successful?</b> <b>Which design worked best?</b> <b>What would you do differently next time?</b></p>	<p>compassion English</p> <p>Eco schools (Laudato Si) - Litter/ Waste</p>
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	<p>products</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Q</p> <p>Where can you get ideas for my designs?</p> <p>What do castles look like?</p> <p>Are all castle designs the same?</p> <p>What materials will I choose to make my model?</p> <p>Is it fit for purpose?</p> <p>How could I make my castle stiffer or stronger?</p> <p>What changes would I make next time?</p>		<p>How does food impact my well being?</p> <p>Which of these foods are grown in our country?</p> <p>What ingredients will you choose for your smoothie?</p> <p>How can I make sure that the smoothie has protein as well as vitamins?</p> <p>How did your smoothie taste?</p> <p>Did the combination of ingredients work?</p> <p>Which smoothie recipe was your favourite and why?</p> <p>If you were to make your smoothie again, what changes would you make to your recipe?</p>			
Art	<p><b><u>Drawing: Explore And Draw</u></b></p> <p>Understand that artists find inspiration for artwork from their environment.</p> <p>Explore the environment and collect things that inspire.</p> <p>Explore different drawing exercises to record the things that have been collected.</p> <p>Use a range of materials to create lots of varied mark making drawings of natural objects.</p> <p>How are artists inspired by their environment?</p> <p>How can I be inspired by my environment?</p> <p>How can I record the items I have collected through drawing?</p> <p>How can I use a range of materials to explore mark making?</p>		<p><b><u>Print, Colour, Collage: Explore the world through mono print</u></b></p> <p>Record what I can see in photos and films through close looking and drawing.</p> <p>Show an awareness of the relationship between drawing, looking and mark making when drawing small.</p> <p>Understand what a mono print is and to make my own mono print using carbon paper.</p> <p>Make a mono print that explores playful narrative or invention.</p> <p>How can I record the things I see in photos or film?</p> <p>How can I create drawings of tiny objects?</p> <p>What is a monoprint?</p> <p>How can I make a monoprint that explores a theme?</p>		<p><b><u>Working in 3D: Be an Architect</u></b></p> <p>Identify what architecture is and record it through drawing.</p> <p>Identify the role of an architect and articulate responses about their work.</p> <p>Manipulate materials to make their own architecture.</p> <p>What is architecture?</p> <p>What is an architect?</p> <p>How can I be an architect?</p>	
Music	<p>Autumn 1</p> <p><b>Unit: Hands, Feet, Heart</b></p> <p>Style: South African styles</p>		<p>Spring 1</p> <p><b>Unit: I Wanna Play In A Band</b></p> <p>Style: Rock</p>		<p>Summer 1</p> <p><b>Unit: Friendship Song</b></p>	

	Autumn 2		Spring 2		Find the pulse as you are listening to the music: Dance, move, sway with your friends	
	<b>Unit: Ho Ho Ho</b>		<b>Unit: Zootime</b>		Summer 2	
	Style: Christmas, Big Band, Motown, Elvis, Freedom Songs		Style: Reggae		<b>Unit: Reflect, Rewind and Replay</b>	
					Style: Western Classical Music and your choice from Year 2	