





Teacher:		School:		Class:	Planning Block:		
ABC Course/Pack: SEN 1		Journey: 1		Curricular Level: CFE Level 0			
Main Lines Of Development		Creating		Presenting/Performing		Evaluating & Appreciating	
Act no.	WmUp/Activity	Success Criteria: I can.....				Date Started	Date Completed
1	Monster Steps	Respond & recognise the difference between 2 melodies. I can Monster Walk with Monster Music, and Fairy Dance to the Fairy Music					
2	Boing Song	Co-ordinate actions & sounds with a musical cue.I can relate to rhythm, performing together in time with the 'Boing', & choosing an action					
3	Ready Steady Go	Respond to a musical cue and learn to relate to rhythm.					





Code	Act No	1	2	3	Expressive Arts Outcomes/Experiences: Description
EXA 0--2 01a		√	√	√	I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.
EXA 0--2 16a				√	I can sing and play music from a range of other styles and cultures, showing growing confidence and skill using performance directions, and/or musical notation.
EXA 0-2--17a			√	√	I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics.
EXA 0-- 2--18a /	√	√	√		Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.
EXA 0-- 2--19a /	√	√	√		I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.
EXA 0-08a	√	√	√		I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully.
EXA 0-10	√	√	√		I have opportunities to enjoy taking part in dance experiences.

Code	Act No	1	2	3	Cross-Curricular Outcomes/Experiences
HWB 0/1/2-19a		√	√	√	In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.
HWB 0/1/2-21		√	√	√	I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow.
HWB 0/1/2-23a		√	√	√	While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.
HWB 0/1/2-24a		√	√	√	I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback.
HWB 0/1/2-25a					Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space.
Lit 0-01a					I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.
Lit 0/1/2-02a	√	√	√		When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.
Lit 0/1/2-09a			√	√	When listening and talking with others for different purposes, I can: •share information, experiences and opinions •explain processes and ideas • identify issues raised and summarise main points or find
Lit 0/1/2-10a	√	√	√		I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.
MNU 0-02a				√	I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.
MNU 1-13a					I can continue and devise more involved repeating patterns or designs, using a variety of media.
MNU 0/1-16a					I enjoy investigating objects and shapes and can sort, describe and be creative with them.

Assessment- AiFL	Assessment Summative List	Evaluation	Next Steps
Self (S), Individual (I), Peer (P), Group (G), Class (C) • Traffic Lights • Self Evaluation • Peer Evaluation • Effective Questioning • Sharing Learning intentions + Review • Generate Success Criteria • Talking Partners • Snowballing • Envoying- think/pair - share • Effective feedback - oral and written - (2 stars and a wish, or tickled pink & green for growth) • Giving a range of answers • Wait time- no hands • Unit coverage- generated by children- KWL grid	Self (S), Individual (I), Peer (P), Group (G), Class (C) • Hard Copy • Observation • Active Listening • Specific Task Management • Questioning • Responding • Describing • Discussion • Post-topic assessment • Recorded interview/video • Performance • Presentation • Role Play		