

KS4 Long Term Plan 2022-2023

Subject: Music

Exam Board: Edexcel



Statement of Intent

The Music Department aims to provide students with opportunities to learn about different genres and cultures of music through both practical and theoretical ways. Students will also be guided on how best to improve and develop confidence as well as creativity in their own work. They will be encouraged to experiment and take risks with their work in a supportive environment and develop a life-long love of music. The KS4 Music curriculum will develop students' ability to:

- **Provides a real music focus** – the key content of musical elements, musical contexts and musical language are taught through the areas of study and set works to show real examples of how these are used within different types of music.
- **Holistic understanding of music** – students investigate, analyse and evaluate music and its features. Building on this, and by using practical methods, students are encouraged to take a more holistic view of their knowledge, performance and compositional skills.
- **Breadth and depth** – the set works enable students to conduct in-depth studies into different musical styles and genres, and put them in a wider context.
- **Diverse musical heritage** – students will learn to perform, compose and appreciate different types of music, developing critical and creative thinking, cultural, aesthetic and emotional awareness, and the ability to make music individually and as part of a group.
- **Continuous progression** – the content builds on the understanding developed at Key Stage 3, avoiding unnecessary repetition while also ensuring that students new to the subject are appropriately supported.
- **Progression to AS and A Level** – the content allows students to develop their knowledge and skills of music, enabling them to progress into the AS and A Level qualifications in Music and potential career paths.

Students will specifically be taught to engage actively in the process of music study and:

- Analyse extracts of music and relate this to a range of music including their own composition and performance work
- develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- develop composing skills to organise musical ideas and make use of appropriate resources
- recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- broaden musical experience and interests, develop imagination and foster creativity
- develop knowledge, understanding and skills needed to communicate effectively as musicians
- develop awareness of a variety of instruments, styles and approaches to performing and composing
- develop awareness of music technologies and their use in the creation and presentation of music
- recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- develop as effective and independent learners with enquiring minds, reflecting on and evaluating their own and others' music
- engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development

Statement of Implementation

The curriculum in Music is planned and delivered by a specialist teacher at all key stages. Music at St Paul's is both practical as well as linked to theory where students have opportunities to study music from different time periods and cultures developing a critical ear as well as knowledge about music. Students will also develop practical assessment skills which can enable them to become better practitioners in their own practical work.

The full-time specialist teacher in the department has a subject specialist degree and also full teaching qualifications. The department therefore has developed content, pedagogical and content pedagogical knowledge. All students in KS3 study music. All students in KS3 study music. In years 7 and 8 they have 1 x 50 minute lesson per week and in year 9 they have 1 x 50 minute lesson per fortnight. There are also opportunities for students to attend extra-curricular music activities which include peripatetic lessons, choir, ukulele group and year 9 music extension club plus whole school enrichment such as liturgies.

Music teaching will be underpinned by knowledge of music's technical and constructive aspects. Musical understanding will progress through 3 pillars from the music model curriculum, technical, constructive and expressive.

- Technical will include competence in controlling sound and use of a communication system. Students will gradually develop control over the sound and use practice episodes to help consolidation. Notation will range from staff notation to graphic scores.
- Constructive will include knowledge of the music elements, interrelated dimensions of music and the components of composition. Students will learn the concept and terminology of music elements through examples embedded throughout taking prior learning into account. Students will be given opportunities to develop compositional skills.
- Expressive will look at musical quality, creativity, and knowledge of musical meaning across the World and time. This will occur through listening opportunities and tasks at appropriate technical levels for the student.

KS3 schemes of work look at musical skills in three areas, performing, composing, and listening/appraising which follows the National Curriculum. These skills are taught both in a practical and theoretical way so that students become confident in different aspects of music. Students will develop skills in all three areas over the 3 years. KS4 studies the Edexcel Gcse specification and aims to develop skills learnt at KS3 in further detail allowing them to continue past this KS if they wish.

There are two music rooms and 3 practice rooms. Students have access to keyboards and percussion instruments. There is also a music cupboard with guitars, both electric and acoustic, as well as ukuleles, which all students have access to in and out of the classroom plus IT resources available.

Term	Topics Covered (Date completed by and number of lessons)	Skills/AOs/interleaved content	Assessment (date and nature of assessment)
Yr 10 Autumn 1	<p>Music for stage and screen – Listening and appraising</p> <p>Performance and composition work – Based on music for stage and screen</p>	<p>Topics – Music for stage and screen</p> <p><u>General theory work in preparation of analysis</u></p> <p>Technical – Notation including score reading, practice episodes, instrumental skills</p> <p>Constructive – Musical elements, develop knowledge of composition in a variety of ways building upon prior knowledge.</p> <p>Expressive – Listening opportunities including expressive intentions, All tasks warm, hot and scorching</p> <p><u>Why now?</u></p> <p>Work will build upon prior knowledge of musical elements and include new concepts such as analysis, score reading etc. Practice episodes will be used to support consolidation with a ‘little and often’ approach. This is taught first in order to prepare students for analysis of extracts as well as preparation for coursework. These extracts are easier to access as students will have studied film music in year 9 for example.</p> <p><u>1)Listening and analysis</u></p> <p>Music for Stage and Screen</p> <p>S Schwartz: Defying Gravity J Williams: Main title/rebel blockade runner (AOS 3)</p> <p>Schwartz – 6 lessons Williams – 6 lessons</p> <p>Wider listening/revision – 4 lessons</p> <p>Other listening will be used to consolidate key concepts and interleave previous knowledge.</p> <p><u>2) Performance work (Solo or group)</u></p> <p>Part of 1 lesson per week for performance by students on a rota.</p> <p><u>3) Composition tasks – relating to film music.</u></p> <p>6 lessons</p>	<p>Continual assessment</p> <p>1) Listening questions on the extracts covered from music from stage and screen. Dictation and unfamiliar listening.</p> <p>2) Performance work (Solo) marked to exam criteria with www and ebi comments given</p> <p>3) Composition tasks – Given to build up skills and confidence in this area with www and ebi comments given</p>

<p>Yr 10 Autumn 2</p>	<p>Music for stage and screen – Listening and appraising</p> <p>Performance and composition work – Based on music for stage and screen</p>	<p>Topics – Music for stage and screen</p> <p><u>General theory work in preparation of analysis</u></p> <p>Technical – Notation including score reading, practice episodes, instrumental skills</p> <p>Constructive – Musical elements, develop knowledge of musicals composition in a variety of ways building upon prior knowledge.</p> <p>Expressive – Listening opportunities including expressive intentions, All tasks warm, hot and scorching</p> <p><u>Why now?</u></p> <p>Work will build upon prior knowledge of musical elements and include new concepts such as analysis, score reading etc. Practice episodes will be used to support consolidation with a ‘little and often’ approach. This is taught first in order to prepare students for analysis of extracts as well as preparation for coursework. These extracts are easier to access as students will have some understanding of musicals.</p> <p><u>1)Listening and analysis</u></p> <p>Music for Stage and Screen</p> <p>S Schwartz: Defying Gravity J Williams: Main title/rebel blockade runner (AOS 3)</p> <p>Schwartz – 6 lessons Williams – 6 lessons</p> <p>Wider listening/revision – 4 lessons</p> <p>Other listening will be used to consolidate key concepts and interleave previous knowledge.</p> <p><u>2) Performance work (Solo or group)</u></p> <p>Part of 1 lesson per week for performance by students on a rota.</p> <p><u>3) Composition tasks – relating to musicals.</u></p> <p>6 lessons</p>	<p>Continual assessment</p> <p>1) Listening questions on the extracts covered from music for stage and screen. Dictation and unfamiliar listening.</p> <p>2) Performance work (group) marked to exam criteria with www and ebi comments given</p> <p>3) Composition tasks – Given to build up skills and confidence in this area with www and ebi comments given. If coursework 1, then it can be marked to exam criteria.</p>

<p>Yr 10 Spring 1</p>	<p>Instrumental music – Listening and appraising</p> <p>Performance and composition work – Based on instrumental music</p>	<p>Topics – Instrumental music</p> <p>Technical – Notation including score reading, practice episodes, instrumental skills</p> <p>Constructive – Musical elements, develop knowledge of musicals composition in a variety of ways building upon prior knowledge.</p> <p>Expressive – Listening opportunities including expressive intentions, All tasks warm, hot and scorching</p> <p><u>Why now?</u></p> <p>This is taught now as it builds upon the first two pieces of analysis as well as interleaving periods of music from year 8. The analysis is more detailed with complex concepts such as ornamentation and this can be looked at in more detail during this term. Work will build upon prior knowledge of musical elements and include new concepts such as development of music history, figured bass, Concerto Grosso etc. Practice episodes will be used to support consolidation with a ‘little and often’ approach.</p> <p><u>1) Listening and analysis</u></p> <p>Instrumental music</p> <p>J.S. Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major L. van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor ‘Pathétique’</p> <p>Wider listening/revision – 5 lessons</p> <p>Interleaving – At least 1 per week.</p> <p>Other listening will be used to consolidate key concepts and interleave previous knowledge.</p> <p><u>2) Performance work (Solo or group dependent on skills)</u></p> <p>6 lessons</p> <p><u>3) Composition tasks – relating to instrumental music. This can be used as coursework for year 11 depending on composition briefs.</u></p> <p>8 lessons</p>	<p>Continual assessment</p> <p>1) Listening questions on the extracts covered from instrumental music. Dictation and unfamiliar listening.</p> <p>2) Performance work (Solo) marked to exam criteria with www and ebi comments given</p> <p>3) Composition tasks – Given to build up skills and confidence in this area with www and ebi comments given</p>
<p>Yr 10</p>	<p>Instrumental music – Listening and appraising</p>	<p>Topics – Instrumental music</p>	<p>Continual assessment</p>

Spring 2	Performance and composition work – Based on instrumental music	<p>Technical – Notation including score reading, practice episodes, instrumental skills</p> <p>Constructive – Musical elements, develop knowledge of musicals composition in a variety of ways building upon prior knowledge.</p> <p>Expressive – Listening opportunities including expressive intentions, All tasks warm, hot and scorching</p> <p><u>Why now?</u></p> <p>This is taught now as it builds upon the first two pieces of analysis as well as interleaving periods of music from year 8. The analysis is more detailed with complex concepts such as ornamentation and this can be looked at in more detail during this term. It also builds upon work from year 7 on Beethoven. Work will build upon prior knowledge of musical elements and include new concepts such as development of music history, Sonata form etc. Practice episodes will be used to support consolidation with a ‘little and often’ approach.</p> <p><u>1) Listening and analysis</u></p> <p>Instrumental music</p> <p>J.S. Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major L. van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor ‘Pathétique’</p> <p>Wider listening/revision – 5 lessons</p> <p>Interleaving – At least 1 per week.</p> <p>Other listening will be used to consolidate key concepts and interleave previous knowledge.</p> <p><u>2) Performance work (Solo or group depending on skills)</u></p> <p>6 lessons</p> <p><u>3) Composition tasks – relating to instrumental music.</u> This can be used as coursework for year 11 depending on composition briefs.</p> <p>6 lessons</p>	<p>1) Listening questions on the extracts covered from instrumental music. Dictation and unfamiliar listening.</p> <p>2) Performance work (Solo or group) marked to exam criteria with www and ebi comments given</p> <p>3) Composition tasks – Given to build up skills and confidence in this area with www and ebi comments given. If coursework 1, then it can be marked to exam criteria.</p>
Yr 10 Summer 1	Vocal music – Listening and appraising	<p>Topics – Vocal music</p> <p>Technical – Notation including score reading, practice episodes, instrumental skills</p>	<p>Continual assessment</p> <p>1) Listening questions on the extracts covered from</p>

	<p>Performance and composition work – Based on vocal music</p>	<p>Constructive – Musical elements, develop knowledge of musicals composition in a variety of ways building upon prior knowledge.</p> <p>Expressive – Listening opportunities including expressive intentions, All tasks warm, hot and scorching</p> <p><u>Why now?</u></p> <p>This is taught now as it builds upon the last two pieces of analysis with periods of music and extends into the C20th. Music technology is then studied with the Queen extract which links into the last two extracts which use these techniques. Work will build upon prior knowledge of musical elements and include new concepts such as development of music history including vocal music. Practice episodes will be used to support consolidation with a ‘little and often’ approach.</p> <p><u>1) Listening and analysis</u></p> <p>Vocal music:</p> <p>Purcell: Music for a while</p> <p>Queen: Killer Queen</p> <p>Wider listening/revision – Ongoing</p> <p>Purcell – 6 lessons</p> <p>Queen – 6 lessons</p> <p>Interleaving – At least 1 per week.</p> <p>Other listening will be used to consolidate key concepts and interleave previous knowledge.</p> <p><u>2) Performance work (Solo or group) Record for formative assessment</u></p> <p>3 lessons plus part of 1 lesson per week by students on a rota.</p> <p><u>3) Composition tasks – relating to vocal music.</u> This can be used as coursework for year 11 depending on composition briefs.</p> <p>5 lessons</p>	<p>fusion music. Dictation and unfamiliar listening.</p> <p>2) Performance work (Solo or group) marked to exam criteria with www and ebi comments given.</p> <p>3) Composition tasks – Given to build up skills and confidence in this AOS and possibly to be used as coursework. It will be marked with www/ebi comments given. If coursework 1, then it is marked to exam criteria.</p>
<p>Yr 10 Summer 2</p>	<p>Fusion music – Listening and appraising</p>	<p>Topics – Vocal music and Fusion</p> <p>Technical – Notation including score reading, practice episodes, instrumental skills</p>	<p>Continual assessment</p> <p>1) Listening questions on the extracts from all AOS but</p>

	<p>Performance and composition work – Based on fusion music</p>	<p>Constructive – Musical elements, develop knowledge of musicals composition in a variety of ways building upon prior knowledge.</p> <p>Expressive – Listening opportunities including expressive intentions, All tasks warm, hot and scorching</p> <p><u>Why now?</u></p> <p>This is taught now as it builds upon the last two pieces of analysis with periods of music and extends into the C20th. Music technology is then studied with the Queen extract which links into the last two extracts which use these techniques.</p> <p>Work will build upon prior knowledge of musical elements and include new concepts such as development of music history including vocal music and music technology used. Practice episodes will be used to support consolidation with a ‘little and often’ approach.</p> <p><u>1) Listening and analysis</u></p> <p>Vocal music:</p> <p>Queen: Killer Queen</p> <p>Fusions:</p> <p>Afro Celt Sound System: ‘Release’</p> <p>Wider listening/revision – Ongoing</p> <p>Queen – 6 lessons</p> <p>Afro Celt – 6 lessons</p> <p>Interleaving – At least 1 per week.</p> <p>Other listening will be used to consolidate key concepts and interleave previous knowledge.</p> <p><u>2) Performance work and mock (Solo and group)</u></p> <p>In preparation for recording Sept.2022.</p> <p>6 lessons</p> <p><u>3) Composition tasks – relating to work already covered in preparation for the composition briefs Sept.2020. Record for formative assessment</u></p> <p>8 lessons</p>	<p>mainly focusing on areas of weakness from the mock.</p> <p>2) Performance work (Solo or group) marked to exam criteria with www and ebi comments given</p> <p>3) Composition tasks – Given to build up knowledge in this AOS with www and ebi comments given.</p>
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<p>Yr 11 Autumn 1</p>	<p>Music for stage and screen music – Listening and appraising</p> <p>Performance and composition work – Coursework</p>	<p>Topics</p> <p>Technical – Notation including score reading, practice episodes, instrumental skills</p> <p>Constructive – Musical elements, develop knowledge of musicals composition in a variety of ways building upon prior knowledge.</p> <p>Expressive – Listening opportunities including expressive intentions, All tasks warm, hot and scorching</p> <p><u>Why now?</u></p> <p>This is taught now as it builds upon the previous pieces of analysis including music technology, Fusion and song. Work is then interleaved in preparation for the mock exam. A pre-mock exam will also take place before half-term to prepare students for the mock.</p> <p>Work will build upon prior knowledge of musical elements already studied. Practice episodes will be used to support consolidation with a ‘little and often’ approach.</p> <p><u>1)Listening and analysis</u></p> <p>Fusion – Samba</p> <p>Revision: AOS 3 music for stage and screen AOS 1 Instrumental music</p> <p>Wider listening/revision – Ongoing</p> <p>Samba – 6 lessons Defying gravity – 1 lessons Star wars – 1 lessons</p> <p>Brandenburg – 1 lessons Beethoven – 1 lessons Interleaving – At least 2 per week.</p> <p>Additional lessons in preparation for the mock exam including AOS2 and 4.</p> <p>Other listening will be used to consolidate key concepts and interleave previous knowledge including areas of weakness.</p>	<p>Continual assessment</p> <p>1) Listening questions on the extracts Interleaving of dictation, unfamiliar and essay. Pre-mock exam to be completed.</p> <p>2) 1 x Performance coursework marked to exam criteria with www and ebi comments given</p> <p>3) 1 x Composition coursework marked to exam criteria with www and ebi comments given by the end of the Autumn term.</p> <p>4) Action plans discussed for students during this half-term with relevant targets set. Review previous action plans and targets with students.</p>
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		<p><u>2) Performance Coursework</u></p> <p>Work on performance coursework preparation</p> <p><u>3) Composition Coursework</u></p> <p>Coursework – Composition preparation</p> <p>Composition/performance</p> <p>1 – 2 per week dependent on group.</p> <p>Additional lessons can be used for interleaving of previous extracts</p>	
<p>Yr 11 Autumn 2</p>	<p>Vocal music – Listening and appraising</p> <p>Performance and composition work – Coursework</p>	<p>Topics</p> <p>Technical – Notation including score reading, practice episodes, instrumental skills</p> <p>Constructive – Musical elements, develop knowledge of musicals composition in a variety of ways building upon prior knowledge.</p> <p>Expressive – Listening opportunities including expressive intentions, All tasks warm, hot and scorching</p> <p><u>Why now?</u></p> <p>This is taught now as it builds upon the previous pieces of analysis including music technology, Fusion and song. Work is then interleaved in preparation for the mock exam. Analysis of the exam will take place ‘closing the loop’ to embed further the listening skills.</p> <p>Work will build upon prior knowledge of musical elements already studied. Practice episodes will be used to support consolidation with a ‘little and often’ approach.</p> <p><u>1)Listening and analysis</u></p> <p>Revision: AOS 2 Vocal music</p> <p>AOS 4 Fusions</p> <p>Wider listening/revision – Ongoing</p> <p>Purcell – 1 lessons</p> <p>Queen – 1 lessons</p>	<p>Continual assessment</p> <p>1) Listening questions on the extracts covered</p> <p>2) 2nd Performance CW marked to exam criteria- www/ebi comments given.</p> <p>3) 1 x Composition CW marked to exam criteria- www/ebi comments given</p> <p>4) Mock exam paper November on all AOS.</p> <p>5) Action plans generated for students during this half-term with relevant targets set. Review previous action plans and targets with students.</p>

		<p>Afro Celt – 1 lessons</p> <p>Samba– 1 lessons</p> <p>Interleaving – At least 2 per week.</p> <p>NB: This may take place in Autumn 1 depending on assessment schedule.</p> <p>Analysis of mock- 3 lessons plus general revision in coursework lessons.</p> <p>Other listening will be used to consolidate key concepts and interleave previous knowledge including areas of weakness.</p> <p><u>2) Performance Coursework</u></p> <p>Work on performance coursework due to be recorded by 3rd December</p> <p><u>3) Composition Coursework</u></p> <p>Coursework – Composition work to be completed by 3rd December.</p> <p>Composition/performance</p> <p>1 – 2 per week dependent on group.</p> <p>Additional lessons can be used for interleaving of previous extracts</p>	
<p>Yr 11 Spring 1</p>	<p>All AOS – Listening and appraising</p> <p>Performance and composition work – Coursework</p>	<p>Topics</p> <p>Technical – Notation including score reading, practice episodes, instrumental skills</p> <p>Constructive – Musical elements, develop knowledge of musicals composition in a variety of ways building upon prior knowledge.</p> <p>Expressive – Listening opportunities including expressive intentions, All tasks warm, hot and scorching</p> <p><u>Why now?</u></p> <p>This is taught now as it builds upon the previous analysis and listening skills and works on any areas of weakness highlighted in the mock exam. Analysis of the exam will take place ‘closing the loop’ to embed further the listening skills.</p> <p>Work will build upon prior knowledge of musical elements already studied. Practice episodes will be used to support consolidation with a ‘little and often’ approach.</p>	<p>Continual assessment</p> <p>1) Listening questions on the extracts covered from all AOS.</p> <p>2) Performance coursework revisited for minor improvements by February half-term using exam criteria with www and ebi comments given. Work is then moderated.</p> <p>3) 2 x Composition coursework marked to exam criteria with www and ebi comments given by the end of January.</p> <p>4) Action plans discussed for students during this half-term with relevant targets set. Review previous action plans and targets with students.</p>

		<p><u>1) Listening and analysis</u></p> <p>Revision of all extracts from the 4 AOS primarily concentrating on extracts identified as weaker from the mock.</p> <p>Interleaving – At least 2 per week.</p> <p>Other listening will be used to consolidate key concepts and interleave previous knowledge including areas of weakness.</p> <p>Additional mock</p> <p>Analysis of mock- 3 lessons plus general revision in coursework lessons.</p> <p><u>2) Performance Coursework</u></p> <p>Any revision of coursework necessary after moderation.</p> <p><u>3) Composition Coursework</u></p> <p>Coursework – Approx. 15 lessons between performance, composition dependent on group</p>	
<p>Yr 11 Spring 2</p>	<p>All AOS – Listening and appraising</p> <p>Performance and composition work – Coursework should be complete but minor revision may need to be completed</p>	<p>Topics</p> <p>Technical – Notation including score reading, practice episodes, instrumental skills</p> <p>Constructive – Musical elements, develop knowledge of musicals composition in a variety of ways building upon prior knowledge.</p> <p>Expressive – Listening opportunities including expressive intentions, All tasks warm, hot and scorching</p> <p><u>Why now?</u></p> <p>This is taught now as it builds upon the previous analysis and listening skills and works on any areas of weakness highlighted in the mock exam. A further pre-PPE and PPE will be completed then analysis of the exam will take place ‘closing the loop’ to embed further the listening skills.</p> <p>Work will build upon prior knowledge of musical elements already studied. Practice episodes will be used to support consolidation with a ‘little and often’ approach.</p>	<p>Continual assessment</p> <p>1) Listening questions on the extracts covered from all AOS.</p> <p>2) Performance and composition coursework marked to exam criteria with final www and ebi comments given. Any revisions to performing and composing coursework to be completed now.</p> <p>3) Action plans generated for students during this half-term with relevant targets set. Review previous action plans and targets with students.</p>

		<p><u>1) Listening and analysis</u></p> <p>Revision of all extracts from the 4 AOS.</p> <p>Revision – 3 lessons plus general revision in coursework lessons.</p> <p>Analysis of PPE - 3 lessons plus general revision in coursework lessons.</p> <p>Other listening will be used to consolidate key concepts and interleave previous knowledge including areas of weakness.</p> <p><u>2) Coursework</u></p> <p>Any revisions to performing and composing coursework to be completed by now.</p> <p>Coursework- 12 lessons</p>	
<p>Yr 11 Summer 1</p>	<p>Revision for listening and appraising exam</p>	<p>Topics</p> <p>Technical – Notation including score reading, practice episodes, instrumental skills</p> <p>Constructive – Musical elements, develop knowledge of musicals composition in a variety of ways building upon prior knowledge.</p> <p>Expressive – Listening opportunities including expressive intentions, All tasks warm, hot and scorching</p> <p><u>Why now?</u></p> <p>This is taught now as it builds upon the previous analysis and listening skills and works on any areas of weakness highlighted in the mock exam. Analysis of the exam will take place ‘closing the loop’ to embed further the listening skills. Work will build upon prior knowledge of musical elements already studied. Practice episodes will be used to support consolidation with a ‘little and often’ approach.</p> <p>Revision programme</p> <p><u>1) Listening and analysis</u></p> <p>Revision of all extracts from the 4 AOS ready for the final exam.</p> <p>NB: Lessons are approximate due to Gcse exams and specific needs</p>	<p>Continual assessment</p> <p>1) Listening questions on the extracts covered from all AOS.</p> <p>2) Action plans generated for students during this half-term with relevant targets set. Review previous action plans and targets with students.</p>

		AOS 1- 3 lessons	
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		AOS 2 – 3 lessons	
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		AOS 3 – 3 lessons	
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		AOS 4 – 3 lessons	
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		General revision – 5 lessons	
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