

Key Stage 2 Year	Autumn		Spring		Summer		
Theme	Animals al	l around us.	Colours of the Rainbow		Australia here we come! (PMLD Thematic unit)		
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B	
Focus Texts	Fiction – A Squash and Squeeze by Julia Donaldson	Fiction – What do they do with all the poo at the zoo?	Fiction - How the crayons saved the rainbow by Monika Sweeney Poem/rhythm and Rhyme— "Sing a Rainbow"	Fiction – Mixed: A colourful story by Arree Chung	Fiction – The Koala who could	Fiction – Diary of a Wombat by Jackie French	
My Communication and Interactions	Communication through touch A communication through touch activity themed around different things found on the farm. Using music, massage, touch and sensory resources explore the seeds to grow crops, the tractor and the animals that live on the farm. Suggested activity: Down at the Farm (Sensory Soup)	Sensology Pupils to be presented with stimulating resources, aimed to awaken each sense to start the day or before a topic based activity. Stimuli, resources and props to be linked to the zoo animals theme. Supporting adults to observe Responses, reactions and consistency of responses overtime for example. Suggested activity- Zoo Sensations (Sensory Soup) Activity inspired by Flo Longhorns "The sensology workout-waking up the	Sensory poem/Song Telling one of the songs/poem above as a sensory poem/song. Using a sensory approach present a stimulus alongside a line of text. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular. Repeat weekly over the half term.	Sensory story Telling one of the texts above as a sensory story. Through a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular. Repeat over the half term.	Sensology Pupils to be presented with stimulating resources, aimed to awaken each sense to start the day or before a topic based activity. Observing responses and reactions to the resources, responses and development of individual communication targets over time. Suggested activity: Welcome to the land down under (PMLD Thematic Unit Learning Activity 1)	Sensory Story Telling one of the texts above as a sensory story. Through a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular. Repeat over the half term. Suggested activity- The Koala who could	
	Individual and small group communication sessions Activities to be based on pupil's individual needs and IEP targets linked to if appropriate the topic of animals but not essential. Focus areas: Responding, Interacting, Making choices.	senses". Individual and small group communication sessions Activities to be based on pupil's individual needs and IEP targets linked to if appropriate to the topic of animals but not essential. Focus areas: Responding, Interacting, Making choices.	Individual and small group communication sessions Activities to be based on pupil's individual needs and IEP targets linked to if appropriate to the topic of colour and rainbows but not essential Focus areas: Responding, Interacting, Making choices.	Individual and small group communication sessions Activities to be based on pupil's individual needs and IEP targets linked to if appropriate to the topic of Colour/Rainbows but not essential. Focus areas: Responding, Interacting, Making choices.	Individual and small group communication sessions Activities to be based on pupil's individual needs and IEP targets linked if appropriate to the topic of Australia or travel but not essential Focus areas: Responding, Interacting, Making choices.	Individual and small group communication sessions Activities to be based on pupil's individual needs and IEP targets linked to if appropriate to the topic of Australia but not essential. Focus areas: Responding, Interacting, Making choices.	





My Cognition and Learning	Sensory Story Telling one of the texts above as a sensory story. Using a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular. Repeat weekly over the half term.	Sensory Story Telling one of the texts above (or an appropriate animal based text) as a sensory story. Using a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular. Repeat over the half term.	Technology Individual focus as identified in pupils individual tracking document. Activities could include: exploring a range of different coloured lights, different coloured switches causing different effects. The use of the multi-sensory room. The telling of a story or poem using the multi-sensory room. Creating effects with technology. Linked to colour and rainbows.	Food Exploration Tasting, touching and smelling different foods with distinctly bright or different colours. Making recipes which are a different colour each week. Using food colouring to change the colour of food and baking, adding coloured icing.	Sensory Story Telling one of the texts above as a sensory story. Through a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props including touch, taste, visual, smell and listening, proprioception and vestibular. Suggested activity- Let's visit the Outback (PMLD thematic unit activity 5, resources 2 and 3 "Who lives here?")	Sensory Experiences Set up a series of sensory activity station around the room with a wide range of resources. Encourage pupils to participate and experience each station moving around at set intervals. Include tactile art and experiences, touch and feel, taste, smell and hear all linked to the Australia theme. Suggested activity- Lets have fun (PMLD thematic unit activity 9, resource 5)
	Individual and small group Cognition Sessions Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving. Cognition and technology One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.	Individual and small group Cognition Sessions Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving. Cognition and technology One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.	Individual and small group Cognition Sessions Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving. Cognition and technology One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.	Individual and small group Cognition Sessions Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving. Cognition and technology One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.	Individual and small group Cognition Sessions Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving. Cognition and technology One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.	Individual and small group Cognition Sessions Activities to be based on pupil's individual needs and IEP targets. Focus areas: Awareness, Experience, Control, Problem Solving. Cognition and technology One discrete group or small group/1:1 session each week developing skills towards individual pupil progression trackers.





	Discrete Physical Development	Sensory Yoga Pupils to engage with and	Sensory Dance Massage Pupils to engage in a sensory	Sensory Exploration Create a tuff-tray with a	Music and Movement Create didgeridoos ready for	Resonance board Allow pupils to experience the
My Body and Me	Physical sessions following individual pupil programmes and targets. To include lying programmes, standing, individual areas of development and IEP driven activities. Led by information from Physios.	Pupils to engage with and participate in sensory yoga, encouraging body awareness through the use of massage and touch and independent physical movements. Suggested activity- Animal yoga	Pupils to engage in a sensory dance massage linked to the topic of colours. Physical development encouraging gross and fine motor skills responding to music and props. Suggested activity- Colour sensory dance	Create a tuff-tray with a variety of coloured objects to explore, ideally be one tray with all of one colour for the week, for pupils to express a preference about what they like or want to explore.	Create didgeridoos ready for dance off using cardboard rolls and paint for each pupil. mark make for aboriginal designs. If possible in the hall, outside or other open space. Aboriginal dances using aboriginal dance video online. Encourage actions clapping, swaying stamping feet., adults to support the movement of pupils and group dance. Kangaroo hop- moving bodies to movement, tapping different parts of the body in rhythm of music, musical instruments. Suggested activity- Ozzy Dance off (PMLD Thematic Unit Learning)	Allow pupils to experience the resonance board. The use of the board gives tactile and auditory feedback from movement from the pupil, a supporting adult, a speaker. Suggested activity- The koala who could- Resonance board activity
		Discrete Physical Development Physical sessions following individual pupil programmes and targets. To include lying programmes, standing, individual areas of development and IEP driven activities. Led by information from Physios.	Discrete Physical Development Physical sessions following individual pupil programmes and targets. To include lying programmes, standing, individual areas of development and IEP driven activities. Led by information from Physios.	Discrete Physical Development Physical sessions following individual pupil programmes and targets. To include lying programmes, standing, individual areas of development and IEP driven activities. Led by information from Physios.	activity 8) Discrete Physical Development Physical sessions following individual pupil programmes and targets. To include lying programmes, standing, individual areas of development and IEP driven activities. Led by information from Physios.	Discrete Physical Development Physical sessions following individual pupil programmes and targets. To include lying programmes, standing, individual areas of development and IEP driven activities. Led by information from Physios.
	Hydrotherapy Pupils to participate in Hydrotherapy led by Physiotherapists.	Hydrotherapy Pupils to participate in Hydrotherapy led by Physiotherapists.	Hydrotherapy Pupils to participate in Hydrotherapy led by Physiotherapists.	Hydrotherapy Pupils to participate in Hydrotherapy led by Physiotherapists.	Hydrotherapy Pupils to participate in Hydrotherapy led by Physiotherapists.	Hydrotherapy Pupils to participate in Hydrotherapy led by Physiotherapists.





My Well-being and Me	Self-Awareness Things we are good at SA1: Encountering Please refer to greater depth planning	Self-Care, Support and Safety Taking care of ourselves SSS1: Encountering Please refer to greater depth planning	Managing Feelings Identifying and expressing feelings MF1: Encountering Please refer to greater depth planning	Changing and growing Baby to adult CG1:Encountering Please refer to greater depth planning	Healthy lifestyles Healthy eating HL1: Encountering HL1: Foundation Please refer to greater depth planning	The World I live in Recognising difference between people WIL1: Encountering Please refer to greater depth planning
Being a part of the World around Me	Farm animal themed sensory exploration opportunities using all the senses with a focus on touch. An animal a week, exploring a range of resources and props linked that particular animal, for example, shear the sheep in shaving foam, feed the pig activities. Community Experiences and opportunities Pupils to experience a range of visits from members of the community linked to topic of animals This could include: Animal companies such as Zoolab, Animals Take Over A Therapy Dog Animal/Pet visits such as chickens, ducks.	Sensory Exploration Pupils to engage in a range of sensory exploration activities linked to the topic of zoo animals with a focus on habitats and the environment. Hot and cold, different textures, smells, heights, materials and colours for example. Educational Visit Pupils will have the opportunity to visit Chester Zoo, Welsh mountain Zoo or Knowsley Safari Park Pupils to have the opportunity to engage and see the animals within topic. To experience a new environment through the senses. To practise and develop the skills and put into practice in the community. Being a part of the wider community.	Outdoor Learning Pupils to experience colours in nature using all their senses though outdoor exploration including nature walks, exploration trays, flower gardens. Pupils exploring flowers and plants of different colours. To plant flowers and seeds of different colours. Pupils to engage with 'We're going on a rainbow hunt' sensory journey, utilising the outdoors. You could also engage in a variety of fun parachute games, incorporating the colours of the rainbow, sing rainbow songs and other fun outdoors games. Suggested activity- Planting a Rainbow (sensory soup) Educational visit An educational visit to a garden centre or allotment.	Sensory Science All about the rainbow Explore rainbows, the different colours, using sensory umbrellas, coloured fabrics, lights and art. How are rainbows made using torches and light, glass and water? Suggested activity- Rainbow sensory session (Sensory Soup)	Sensory Journey Create a sensory journey, exploring different landmarks and items that are associated with Australia. Use of Immersive Learning Space. Suggested activity- What shall we see "Down Under" (PMLD Thematic Unit Learning activity 4, Resources 2 and 3 Let's tour Australia)	Sensory Cookery- Australian foods Explore a range of Australian foods and recipes, using all the senses to explore the ingredients and equipment needed. Include where possible hot and cold foods, sweet and savoury. Suggested activity- Anzac Biscuits – Yum! (Thematic PMLD unit- Learning activity 6, Resource 4 Tucker Time!)





Creative Me	Creative arts activities related to the different farm animals, possible focus on the textures or patterns of different animals to make a shared group art work of a farm scene which is built on every week. Process-led art work based on children's own work and targets.	Role play and exposure to drama linked to animal's sounds. Animal sound bingo, creating and wearing masks, head wear, costumes, moving like an animal. Suggested activity- We're all going to the zoo Flo longhorn – Sensory drama	Art themed activities with a focus on different colours. This could include colour mixing, seeing what happens when two colours are mixed together, or make a picture using only one colour. Inspired by the book 'The Dot' and artwork by Kandinsky. Further possible Art themed activities with a focus on rainbow could include creating own rainbow pictures, such as a collage using a variety of colours, textures and materials including soft/rough textures	Creating art using food, natural colour items of food. Mixed food. Smelly art using herbs, spices. Using yoghurts to make finger paints. Painting with frozen coloured ice cubes. Pupils to make their own marks, to explore the colours and making choices, showing preferences. Engaging with their environment and the tools that they are using.	Pupils to engage with and participate in a range of art activities linked to Australia using a range of materials, tools and equipment. Aboriginal dot art, exploring the colours of the Australian flag, warm colours etc.	Pupils to engage with creative arts activities outside. Using the outdoors to explore the environment, the temperature, the sounds. Creating art with natural materials found outdoors.
	Weekly discrete music session - Standalone topic: Weekly music session planned and led by specialist music teacher. Focus: Dynamics Please refer to greater depth planning	Weekly discrete music session - Standalone topic: Weekly music session planned and led by specialist music teacher. Focus: Tempo Please refer to greater depth planning	or rainbow window murals, using cellophane. Weekly discrete music session - Standalone topic: Weekly music session planned and led by specialist music teacher. Focus: Dynamics Please refer to greater depth planning	Weekly discrete music session - Standalone topic: Weekly music session planned and led by specialist music teacher. Focus: Tempo Please refer to greater depth planning	Weekly discrete music session - Standalone topic: Weekly music session planned and led by specialist music teacher. Focus: Structure Please refer to greater depth planning	Weekly discrete music session - Standalone topic: Weekly music session planned and led by specialist music teacher. Focus: Structure Please refer to greater depth planning



Key Stage 2 Year 2	Autumn		Spi	ring	Summer	
Theme	Walking through the Jungle		Traditional a	Traditional and funny tales		in the Olympics) nce
Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Focus Texts	Fiction – Rumble in the Jungle	Fiction – The Jungle Book	Fiction – Jack and the beanstalk	Fiction – Goldilocks and the 3 bears	Fiction – Madeline	Fiction – Frere Jacques
My Communication and Interactions	Sensology Walking through the Jungle sensology session. Pupils to be presented with stimulating resources, aimed to awaken each sense to start the day or before a topic based activity. Stimuli, resources and props to be linked to the zoo animals theme. Supporting adults to observe Responses, reactions and consistency of responses overtime for example. Suggested activity- Walking through the Jungle Sensology Individual and small group communication sessions Activities to be based on pupil's individual needs and IEP targets linked to if appropriate to the topic of animals but not essential. Focus areas: Responding, Interacting, Making choices.	Sensory Story Telling one of the texts above as a sensory story. Using a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular. Repeat weekly over the half term. Individual and small group communication sessions Activities to be based on pupil's individual needs and IEP targets linked to if appropriate to the topic of animals but not essential. Focus areas: Responding, Interacting, Making choices.	Sensory bag and bin Sensory bag/bin linked to the sensory story to promote language, fine and gross motor skills and engage the senses. Using a bag and tuff trays allow pupils to explore and engage with a range of items related to the story. Suggested activity- Sensory bag/bin (Jack and the beanstalk-Rhyming multisensory story) Individual and small group communication sessions Activities to be based on pupil's individual needs and IEP targets linked to if appropriate to the topic of animals but not essential. Focus areas: Responding, Interacting, Making choices.	Sensory Story Telling one of the texts above as a sensory story. Using a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular. Repeat weekly over the half term. Individual and small group communication sessions Activities to be based on pupil's individual needs and IEP targets linked to if appropriate to the topic of animals but not essential. Focus areas: Responding, Interacting, Making choices.	Sensory story Telling one of the texts above as a sensory story. Using a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular. Repeat weekly over the half term. Individual and small group communication sessions Activities to be based on pupil's individual needs and IEP targets linked to if appropriate to the topic of animals but not essential. Focus areas: Responding, Interacting, Making choices.	Role Play café Create a French café, preparing, exploring money food linked to being a part of the world around me, buying food, technology to communicate. Decorate classroom. French themed. Individual and small group communication sessions Activities to be based on pupil's individual needs and IEP targets linked to if appropriate to the topic of animals but not essential. Focus areas: Responding, Interacting, Making choices.
My Cognition and Learning	Sensory Poem Telling one of the texts above as a sensory story. Using a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular.	Technology Individual focus as identified in pupils individual tracking document. Using technology to explore the theme further through cause and effect activities, musical jukebox, switch activated toys.	Sensory Story Linked to jack and the beanstalk Telling Jack and the Beanstalk as a sensory story. Using a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props linked to touch, taste, visual,	Sensory bag and bin Sensory bag/bin linked to the sensory story to promote language, fine and gross motor skills and engage the senses. Using a bag and tuff trays allow pupils to explore and engage with a range of items related to the story.	Sensory journey A journey through France, highlighting landmarks, tasting food, colours and sounds that you might hear. The use of the Immersive learning space.	Sensory Story Telling one of the texts above as a sensory story. Using a sensory approach present a stimulus alongside a line of text to tell the story. Use a range of sensory stimuli/props linked to touch, taste, visual, smell and listening, proprioception and vestibular.



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	Repeat weekly over the half		smell and listening,	Suggested activity- Sensory		Repeat weekly over the half
	term.		proprioception and vestibular.	bag/bin		term.
			Repeat over the half term.	(Jack and the beanstalk-		
				Rhyming multisensory story)		
	Individual and anall arrays	Individual and small success	Individual and small success	to dividual and small success	Individual and small success	Individual and small success
	Individual and small group					
	Cognition sessions					
	Activities to be based on					
	pupil's individual needs and					
	IEP targets.					
	Focus areas: Awareness,					
	Experience, Control, Problem					
	Solving.	Solving.	Solving.	Solving.	Solving.	Solving.
	Comition and to shoot	Comition and to shoot	Consision and to should	Comition and to the also	Comition and tooknote	Consisting and to the along
	Cognition and technology One discrete group or small	Cognition and technology One discrete group or small	Cognition and technology One discrete group or small	Cognition and technology One discrete group or small	Cognition and technology One discrete group or small	Cognition and technology One discrete group or small
	group/1:1 session each week					
	developing skills towards					
	individual pupil progression					
	trackers.	trackers.	trackers.	trackers.	trackers.	trackers.
	trackers.	trackers.	trackers.	trackers.	trackers.	trackers.
	Discrete Physical	Dance Massage	Discrete Physical	Discrete Physical	Discrete Physical	Sports
	Development	Jungle animal dance massage	Development	Development	Development	Examples may include archery,
	Physical sessions following	repeated weekly.	Physical sessions following	Physical sessions following	Physical sessions following	boccia, kurling, dodgeball. Use
	individual pupil programmes	,	individual pupil programmes	individual pupil programmes	individual pupil programmes	a range of sports and games
	and targets.		and targets.	and targets.	and targets.	linked to Olympics to provide
	To include lying programmes,		To include lying programmes,	To include lying programmes,	To include lying programmes,	pupils with a varied
	standing, individual areas of		standing, individual areas of	standing, individual areas of	standing, individual areas of	experience. Gross and fine
	development and IEP driven		development and IEP driven	development and IEP driven	development and IEP driven	motor movements linked to
	activities. Led by information		activities. Led by information	activities. Led by information	activities. Led by information	individual capabilities.
	from Physios.		from Physios.	from Physios.	from Physios.	Participating in group
						games/activities.
My Body and Me		Discrete Physical				Discrete Physical
		Development				Development Development
		Physical sessions following				Physical sessions following
		individual pupil programmes				individual pupil programmes
		and targets.				and targets.
		To include lying programmes,				To include lying programmes,
		standing, individual areas of				standing, individual areas of
		development and IEP driven				development and IEP driven
		activities. Led by information				activities. Led by information
		from Physios.				from Physios.
	Hydrotherapy	<u>Hydrotherapy</u>	<u>Hydrotherapy</u>	<u>Hydrotherapy</u>	<u>Hydrotherapy</u>	Hydrotherapy



	Pupils to participate in Hydrotherapy led by Physiotherapists.	Pupils to participate in Hydrotherapy led by Physiotherapists.	Pupils to participate in Hydrotherapy led by Physiotherapists.	Pupils to participate in Hydrotherapy led by Physiotherapists.	Pupils to participate in Hydrotherapy led by Physiotherapists.	Pupils to participate in Hydrotherapy led by Physiotherapists.
My Well-being and Me	Self-Awareness Kind and Unkind behaviours Getting on with others SA2:Encountering SA5: Encountering Please refer to greater depth	Self-care, support and safety Keeping safe SSS2: Encountering Please refer to greater depth	Managing feelings Identifying and expressing feelings MF1: Encountering Please refer to greater depth	Changing and growing Changes in puberty CG2: Encountering CG2: Foundation Please refer to greater depth	Healthy Lifestyles Taking care of physical health HL2: Encountering Please refer to greater depth	The World I live in Jobs people do WILI2: Encountering Please refer to greater depth
	planning	planning	planning	planning	planning	planning
Being a part of the World around Me	Sensory Exploration Pupils to be supported to explore and engage with a range of reosurces linked to the jungle, the animals found there, the sounds, smells and textures. Sensory bins, bottles and bags. Exploring the colours and temperature of the Jungle.		Beanstalks Pupils to grow their own garden, engaging the senses, exploring the environment. Plant a range of fruit and vegetables. Plant beanstalks, are they big or small, long or short. Linked to this create art beanstalks. Suggested activity - Jack's garden Rhyming multisensory story.	Bears Pupils have the opportunity to experience activities all about bears and their habitats. Sensory exploration of a bear, the sound, the colour and the textures. How do they move, how do we move? Create a habitat. Make a den inside and outside of the classroom. Suggested activity - Let's explore bears/Make a bear habitat. Rhyming multisensory story	Food exploration Explore and taste French foods. Follow recipes. Showing preferences likes and dislikes. Foods for different times of the day breakfast, dinner and tea. Sweet and Savoury.	France Pupils to explore being a person in france, the clothing, the smells, the sounds, the language and the money. Pupils to enageg in role play and explore props and resources. Incorporating the use of the ILS.
Creative Me	Rumble in the Jungle Adapting the rumble in the jungle into a musical story, using and experiencing a range of instruments and reosurces to create differnet sounds and effects.	Multisensory art Pupils to explore the Jungle using all their senses and creating their own Jungle scene. Using fake and real leaves, edible leaves, make their own leaves using differenet materials, tools and media.	Arts and Crafts Pupils to engage with a range of art activities linked to the story. Activities could include Bean mosaic, Jack and the Beanstalk story picture and. Paperchain beanstalk. Suggested activity- Jacks Art Rhyming multisensory story	Creative Arts Art with oats Pupils to create art using porridge oats this could include an Oat bear and Raised bear salt picture. Pupils could also create oatmeal facemasks and oatmilk and/or biscuits. Suggested activity – Goldilocks and the 3 bears Rhyming multisensory story	Sensory Art Monet Sensory art activities linked to Claude Monet, possible activities including sponge painting, coffee liner lily pads, shaving foam painting, water colours, ice painting. Exploring colours and marks.	Music and Movement Pupils to engage with a rnage of musical genres from France, pop, classical, children nursery rhymes etc. Communciating preferences and making choices.
	Weekly discrete music	Weekly discrete music	Weekly discrete music	Weekly discrete music	Weekly discrete music	Weekly discrete music





Ī	Weekly music session planned					
	and led by specialist music					
	teacher.	teacher.	teacher.	teacher.	teacher.	teacher.
	Focus: Dynamics	Focus: Rhythm	Focus: Pitch	Focus: Pitch	Focus: Timbre	Focus: Timbre
	Please refer to greater depth					
	planning	planning	planning	planning	planning	planning