

Y6 Curriculum Overview 2019/2020

	Autumn		Spring		Summer	
	<p>Topic: India</p> <p>Class Text: Cloud Tea Monkeys</p> <p>Topic Focus:</p> <p>Geography</p> <p>Hook:</p> <p>Tea Tasting</p> <p>LaDauto Si And Gospel Values</p> <p>Key Gospel Value: Kindness</p> <p>What can we do to make the world a faire place for everyone?</p>	<p>Topic: Ancient Greeks</p> <p>Class Text: The Adventures of Odysseus</p> <p>Topic Focus:</p> <p>History</p> <p>Hook:</p> <p>Greek Meal</p> <p>LaDauto Si And Gospel Values</p> <p>Key Gospel Value: Courage</p> <p>What lessons can we learn from the ancient Greek heroes?</p>	<p>Topic: Pig Heart Boy</p> <p>Class Text: Pig Heart Boy</p> <p>Topic Focus:</p> <p>Science</p> <p>Hook:</p> <p>Heart Dissection</p> <p>LaDauto Si And Gospel Values</p> <p>Key Gospel Value: Compassion</p> <p>How have scientific advances improved lives?</p>	<p>Topic: Pig Heart Boy</p> <p>Class Text: Pig Heart Boy</p> <p>Topic Focus:</p> <p>Science</p> <p>Hook:</p> <p>Heart Dissection</p> <p>LaDauto Si And Gospel Values</p> <p>Key Gospel Value: Compassion</p> <p>How have scientific advances improved lives?</p>	<p>Topic: History of London & the UK SATs</p> <p>Topic Focus:</p> <p>Art/DT</p> <p>Hook:</p> <p>London Trip</p> <p>LaDauto Si And Gospel Values</p> <p>Key Gospel Value: Humility</p> <p>How do we judge others in relation to ourselves?</p>	<p>Topic: History of London & the UK</p> <p>Class Text: The London Eye Mystery</p> <p>Topic Focus:</p> <p>Art/DT</p> <p>LaDauto Si And Gospel Values</p> <p>Key Gospel Value: Humility</p> <p>How do we judge others in relation to ourselves?</p>
Writing/English	<p>Reports</p> <ul style="list-style-type: none"> -Plan writing by noting and developing ideas, drawing on reading and research. -Use organisational and presentational/layout devices to structure text and guide the reader (e.g. heading, bullet point etc.) -Understand and use vocabulary to show informal speech and formal speech. 	<p>Story writing</p> <ul style="list-style-type: none"> -Plan, draft and write narrative through reasoned consideration of how authors develop characters, settings and atmosphere. -Integrate dialogue to advance the action. -Link ideas using cohesive devices; repetition of words or phrases, grammatical connections and ellipses. 	<p>Discussion & Argument</p> <ul style="list-style-type: none"> -Plan writing by noting and developing ideas, drawing on reading and research. -Link ideas using cohesive devices; -Distinguish between the language of speech and writing and choosing the appropriate register. -Manage shifts in formality 	<p>Persuasive</p> <ul style="list-style-type: none"> -Plan writing by noting and developing ideas, drawing on reading and research. -Link ideas using cohesive devices. -Distinguish between the language of speech and writing and choosing the appropriate register. 	<p>Poetry</p> <ul style="list-style-type: none"> -Confidently perform own compositions, using appropriate intonation, volume and movement so that meaning is clear. -Describing settings, characters and atmosphere. 	<p>Recounts</p> <ul style="list-style-type: none"> - Use organisational and presentational/layout devices to structure text and guide the reader (e.g. heading, bullet point etc.) -Use the passive voice to present information.

	<ul style="list-style-type: none"> -Use the passive voice to present information. -Understand structures of informal and formal speech including question tags and subjunctive form. 	<ul style="list-style-type: none"> -Understand how synonyms are related. -Use semi-colons, colons and dashes to show boundaries between independent clauses. -Expanded noun phrases to convey complicated information concisely. 	<ul style="list-style-type: none"> -Colon to introduce a list and semi-colons within lists. -Use the perfect form of verbs to mark relationship of time and cause. -Homophones and near homophones. 	<ul style="list-style-type: none"> -Hyphens to avoid ambiguity. -Prefixes involving hyphens -Homophones and near homophones. 		
<p><u>Writing objectives covered each topic</u></p> <ul style="list-style-type: none"> -Write legibly, fluently and with increasing speed, deciding how to join specific letters. -Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. -Plan and write by identifying audience for and purpose of the writing, selecting the appropriate form. -Draft and write by accurately precisising longer passages. -Evaluate and edit effectiveness of own and others' writing by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -Ensure correct tenses used throughout a piece of writing. -Ensure correct subject and verb agreement when using singular and plural. -Proof reading linked to Y5/6 spelling, punctuation errors *including semi-colons, colons, dashes, punctuation of bullet points and hyphens). -Spell most Y5/6 words correctly. -Use dictionary to check spelling and meaning of uncommon or more ambitious vocabulary. -Use a thesaurus with confidence. 						
Reading	<p><u>Cloud Tea Monkeys</u></p> <ul style="list-style-type: none"> -Read aloud and understand the meaning of new words met linked to the expectations of year 6 spelling. -Read age appropriate books, including whole novels, with confidence and fluency. -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 	<p><u>The Adventures of Odysseus Greek Myths & Legends</u></p> <ul style="list-style-type: none"> -Read aloud and understand the meaning of new words met linked to the expectations of year 6 spelling. -Read age appropriate books, including whole novels, with confidence and fluency. -Increase familiarity with a range of books, including from our literary heritage and books from other cultures and traditions. -Discuss themes and conventions in and across a range of writing. -Making comparisons within and across books. 	<p><u>Pig Heart Boy</u></p> <ul style="list-style-type: none"> -Read aloud and understand the meaning of new words met linked to the expectations of year 6 spelling. -Read age appropriate books, including whole novels, with confidence and fluency. -Discuss themes and conventions in and across a range of writing. -Summarise main ideas drawn from more than one paragraph, identify key details that support the main idea and use quotations for illustration. 	<p><u>Pig Heart Boy</u></p> <ul style="list-style-type: none"> -Read aloud and understand the meaning of new words met linked to the expectations of year 6 spelling. -Read age appropriate books, including whole novels, with confidence and fluency. -Summarise main ideas drawn from more than one paragraph, identify key details that support the main idea and use quotations for illustration. -Identifying how language, structure and presentation contribute to meaning. 	<p><u>The London Eye Mystery</u></p> <ul style="list-style-type: none"> -Read aloud and understand the meaning of new words met linked to the expectations of year 6 spelling. -Read age appropriate books, including whole novels, with confidence and fluency. -Summarise main ideas drawn from more than one paragraph, identify key details that support the main idea and use quotations for illustration. -Identifying how language, structure and presentation contribute to meaning. 	<p><u>The London Eye Mystery Read me aloud poems</u></p> <ul style="list-style-type: none"> -Read aloud and understand the meaning of new words met linked to the expectations of year 6 spelling. -Maintain positive attitudes to reading and understand reading by learning a wider range of poetry by heart. -Identifying how language, structure and presentation contribute to meaning. -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

			<ul style="list-style-type: none"> -Identifying how language, structure and presentation contribute to meaning. -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 	<ul style="list-style-type: none"> -Participate in discussion about books, building on own and others' ideas and challenging views courteously and with clear reasoning. -Explain and discuss understanding through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. -Provide reasoned justifications for views. 		
Maths	<p><u>Number and place value</u></p> <ul style="list-style-type: none"> -Read, write, order and compare numbers up to 10,000,000, determining the value of each digit. -Round any whole number to a required degree of accuracy. -Use negative numbers in context and calculate across zero. -Solve number and place value problems ordering and comparing numbers to 10,000,000. -Demonstrate an understanding of place value including decimals. <p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> -Multiply up to 4 digit by 2 digits using formal method. -Divide up to 4 digits by 2 digits using formal method of long division (remainders as whole numbers, decimals and fractions) 	<p><u>Fractions</u></p> <ul style="list-style-type: none"> -Use common factors to simplify fractions & common multiples to express fractions in the same denomination -Compare and order fractions (including >1) -Add and subtract fractions with different denominators and mixed numbers. -Recall and use equivalence between simple fractions, decimals and percentages. <p><u>Geometry (2D)</u></p> <ul style="list-style-type: none"> -Draw 2D shapes using given dimensions and angles. -Compare and classify geometric shapes based on their properties and size and find unknown angles in triangles, quadrilaterals and unknown polygons. -Illustrate and name parts of circles, including radius, diameter and circumference 	<p><u>Fractions</u></p> <ul style="list-style-type: none"> -Recall and use equivalence between simple fractions, decimals and percentages. -Multiply simple pairs of proper fractions. -Divide proper fractions by whole numbers. -Associate a fraction with division and calculate decimal fraction equivalents. -Use knowledge of the order of operations to carry out calculations involving the four operations. <p><u>Ratio and proportion</u></p> <ul style="list-style-type: none"> -Solve problems involving the relative size of two quantities where missing values can be found by using integer multiplication and division facts. 	<p><u>Measures</u></p> <ul style="list-style-type: none"> -Solve problems involving calculation and conversion between units of measure (up to 3dp). -Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger and vice versa. -Convert between miles and km. <p><u>Geometry (3D & position and movement)</u></p> <ul style="list-style-type: none"> -Recognise, describe and build simple 3D shapes, including making nets. -Describe position on the full co-ordinate grid (all four quadrants). -Draw and translate simple shapes on the co- 	<p><u>Statistic</u></p> <ul style="list-style-type: none"> -Interpret and construct pie charts and line graphs and use these to solve problems. -Calculate and interpret the mean as an average. -Complete, read and interpret information in tables, including timetables. <p><u>Algebra</u></p> <ul style="list-style-type: none"> -Use simple formulae -Generate and describe linear number sequences. -Express missing number problems algebraically. - Find pairs of numbers that satisfy an equation with two unknowns. - Enumerate possibilities of combinations of two variables. 	Preparation for secondary school – mathematical investigations and problem solving using all four operations and content learnt across KS2.

	<ul style="list-style-type: none"> -Identify common factors, multiples and prime numbers. -Perform mental calculations with mixed operations and large numbers. -Solve multi-step problems involving addition, subtraction, multiplication and division. -Use estimation to check and determine and appropriate degree of accuracy. -Identify the value of each digit in numbers given to 3dp and multiply and divide these by 10, 100 and 1000. -Multiply and divide numbers with up to 2dp by whole numbers. -Use written division methods in cases where the answer has up to 2 dp. 	<p>(knowing diameter is twice the radius).</p> <ul style="list-style-type: none"> -Recognise angles where they meet at a point, on a straight line or and vertically opposite, and find missing angles. <p>Measures</p> <ul style="list-style-type: none"> -Recognise that shapes with the same area can have different perimeters and vice versa. -Recognise where it is possible to use formulae for area and volume. -Calculate the area of parallelograms and triangles. -Calculate and compare volume of cubes and cuboids using standard units. 	<ul style="list-style-type: none"> -Solve problems involving the calculation of percentages. -Solve problems involving similar shapes where the scale factor is known or can be found. -Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. -Simplify ratios 	ordinate plane and reflect them in the axis.		
PfE	<p>Unit 1 Creation and New Beginnings</p> <p>Unit 2 Sacraments</p> <p>AT1: Show a knowledge and understanding of: - a range of religious beliefs - what it means to belong to a church community -religious symbols and the steps involved in religious actions and worship. Show understanding of, by making direct links between:</p>	<p>Unit 3 Prayers, Saints and Feasts</p> <p>Unit 4 Advent</p> <p>AT1: Show a knowledge and understanding of: - the life and work of key figures in the history of the people of God - religious symbols and the steps involved in religious actions and worship. Show understanding of, by making direct links between: -beliefs and sources.</p>	<p>Unit 5 Christmas</p> <p>Unit 6 Revelation</p> <p>AT1: Show a knowledge and understanding of: - those actions of believers which arise as a consequence of their beliefs. Show understanding of, by making direct links between: -beliefs and sources. -beliefs and life - beliefs and worship.</p>	<p>Unit 7 Lent</p> <p>Unit 8 Holy Week</p> <p>AT1: Show a knowledge and understanding of: - religious symbols and the steps involved in religious actions and worship. Show understanding of, by making direct links between: -beliefs and sources. -beliefs and worship</p>	<p>Unit 9 Easter</p> <p>Unit 10 Pentecost</p> <p>AT1: Show a knowledge and understanding of: - religious symbols and the steps involved in religious actions and worship. Show understanding of, by making direct links between: -beliefs and sources. -beliefs and worship</p>	<p>Unit 11: Other faiths:</p> <p>AT1: Show a knowledge and understanding of: - a range of religious beliefs. Show understanding of, by making direct links between: -beliefs and sources. -beliefs and life - belief and worship.</p>

	-beliefs and sources. -beliefs and life	- beliefs and worship -beliefs and life				
	<p>Use a developing religious vocabulary widely, accurately and appropriately. AT2: Compare their own and other people’s responses to questions about each of the areas of study, in relation to questions of meaning and purpose. Show an understanding of how own and other’s decisions are informed by beliefs and moral values.</p> <p>AT3: - use sources to support a point of view - express a point of view and give reasons for it. -arrive at judgements - recognise differences, comparing and contrasting different points of view.</p>					

Science, History, Geography, Art, Design & Technology, ICT, PE, PSHE, Music	<p><u>Working scientifically</u> Grouping and classifying things and recognising patterns.</p> <p><u>Living things and their habitats</u></p> <p>Describe how plants, animals and micro-organisms are classified into broad groups according to common observable characteristics and based on similarities and differences. Give reasons for classifying plants and animals based on specific characteristics.</p> <p><u>India</u> - Describe a non-European society that provides contrast with British history.</p> <p><u>India</u> - Use maps, atlases, globes and digital/computer mapping to locate counties and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key to build knowledge of the UK and the wider world.</p> <p>Understand and use a widening range of geographical terms.</p> <p>I can use maps, charts etc to support decision making about the location of places (e.g. a new bypass).</p> <p>Locate the world's countries using maps.</p>	<p><u>Working scientifically</u> Plan different types of enquiries, controlling variables where necessary. Use scientific language and ideas to explain, evaluation and communicate methods and findings.</p> <p><u>Light</u> Show that light appears to travel in straight lines. Explain that light travels in straight lines and that objects are seen because they reflect light into our eyes.</p> <p>Demonstrate and explain that we see things because light travels from light sources to our eyes.</p> <p>Demonstrate that light travels in straight lines to show why shadows have the same shape as the objects that cast them.</p> <p><u>Ancient Greeks</u> - Describe the achievements of early civilizations and have a deeper knowledge of one of them.</p> <p>Can describe a study of Ancient Greek life and their influence on the western world.</p> <p>Can use evidence to support arguments.</p> <p>Understand and use a widening range of geographical terms.</p> <p>I can use maps, charts etc to support decision making</p>	<p><u>Working scientifically</u> Taking accurate measurements using a range of scientific equipment. Recording data and results using labels, keys, tables and graphs.</p> <p>Reporting and presenting findings including conclusions, causal relationships and explanations of trust in results both orally and written formally.</p> <p><u>Animals including humans</u> Identify and name main parts of the human circulatory system, describing functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions.</p> <p>Describe how nutrients and water are transported within animals, including humans.</p> <p><u>Van Gogh, Warhol, Dali, Da Vinci, Monet, Matisse & Kandinsky</u> Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.</p> <p>Explain and justify preferences towards different styles and artists.</p>	<p><u>Working scientifically</u> Describe and evaluate my own and other people's scientific ideas using evidence from a range of sources. Finding things out using a range of secondary sources of information.</p> <p><u>Evolution and inheritance</u> Explain that the living things on Earth now are different to those inhabiting Earth millions of years ago and that fossils provide this information.</p> <p>Explain that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents.</p> <p>Give examples of how animals and plants adapt to suit their environments and explain that adaptation may lead to evolution.</p> <p><u>Perspective drawings</u> - Begin to develop an awareness of composition, scale and proportion in their work. Use simple perspective in their work using a simple focal point and horizon.</p> <p><u>Include use of sequences, selection and repetition with the</u></p>	<p><u>Working scientifically</u> Use test results to make predictions and set up further comparative fair tests. Reporting and presenting findings including conclusions, causal relationships and explanations of trust in results both orally and written formally.</p> <p>Use scientific language and ideas to explain, evaluation and communicate methods and findings.</p> <p><u>Electricity</u> Show the brightness of a lamp or the volume of a buzzer depends on the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for how components function.</p> <p>Draw a diagram using recognised symbols to represent a simple circuit.</p> <p><u>History of London & the UK</u> - Can describe the changes in Britain from the Stone Age to the Iron Age.</p> <p>Can describe the Roman Empire and it's impact on Britain.</p> <p>Can describe Britain's settlement by the Anglo-Saxons and Scots</p> <p>Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Name and locate countries and cities of the UK, geographical regions and</p>	<p><u>Working scientifically</u> Use test results to make predictions and set up further comparative fair tests. Reporting and presenting findings including conclusions, causal relationships and explanations of trust in results both orally and written formally.</p> <p>(Chemistry investigations ready for Secondary school)</p> <p><u>History of London & the UK</u> - Can describe a study of an aspect or theme in British history beyond 1066.</p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods.</p> <p>Can note connections, contrasts and trends over time and show some use of historical terms.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country and a region within North or South America.</p> <p><u>Observational drawings and paintings</u> - Use techniques, colours, tones and effects in an appropriate way to represent things seen.</p> <p>Use different techniques, colours and textures when</p>
---	---	--	--	--	--	---

	<p>Identify the position and significance of latitude, longitude, Equator, Northern & Southern Hemisphere, Tropics and time zones.</p> <p>Describe and understand key aspects of human and physical geography.</p> <p>Understand how computer networks enable computers to communicate and collaborate.</p> <p>Begin to use internet services within own creations to share and transfer data third party.</p> <p>Use technology respectfully and responsibly.</p> <p>Identify a range of ways to report concerns about content and contact in and out of school.</p> <p><u>Football</u> - Set achievable personal goals and successfully reflect upon these, perhaps setting the next steps.</p> <p>Perform a 'drop-kick'.</p> <p>When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering strengths and weaknesses of self and others.</p> <p>New Beginnings:</p> <ul style="list-style-type: none"> -recognise their worth as individuals, identifying positive things about themselves and their 	<p>about the location of places (e.g. a new bypass).</p> <p><u>Ancient Greek pottery designs</u> - Select ideas based on observations, experience or imagination and develop these through open ended research.</p> <p>Refine his/her learnt techniques.</p> <p>Adapt final work following feedback or discussion based on preparatory ideas.</p> <p>Produce intricate patterns and textures in a malleable media.</p> <p>Follow a design brief to achieve an effect for a particular function.</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience.</p> <p>Design and create a range of programs, systems and content for a given audience.</p> <p>Be discerning when evaluating digital content.</p> <p>Use filters in search technologies effectively.</p> <p><u>Gymnastics</u> -Analyse, modify and refine skills and techniques and how these are applied.</p> <p>Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.</p>	<p><u>Healthy bodies</u> -</p> <p>Confidently plan a series of healthy meals based on the principles of a healthy and varied diet.</p> <p>Use information on food labels to inform choices.</p> <p>Research, plan, prepare and cook a savoury dish, applying knowledge of ingredients and technical skills.</p> <p>Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information.</p> <p>Create programs which use variables.</p> <p>Use variables, sequence, selection and repetition in programs.</p> <p><u>Dance/Healthy bodies</u> -</p> <p>Evaluate whether a diet is healthy or not using vitamins and minerals to justify the answer.</p> <p>Identify how different food should be eaten for nutritional purposes.</p> <p>Explain the effect high cholesterol has on the human body.</p> <p>Understand that endorphins are released during exercise and that these are linked with happiness.</p> <p>Explain the different parts of sleep and why this is important for the body.</p>	<p>hardware to explore real world systems.</p> <p>Solves problems by decomposing them into smaller parts.</p> <p>Create programs which use variables.</p> <p>Use variables, sequence, selection and repetition in programs.</p> <p><u>Netball/Basketball /Healthy minds and bodies</u> - Explain the various aspects of mental health.</p> <p>Understand different levels of confidence and its effect on life.</p> <p>Understand emotional intelligence.</p> <p>Perform a 'basketball dribble'.</p> <p>Going for goals</p> <ul style="list-style-type: none"> - recognise their worth as individuals, identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. - to face new challenges positively by collecting information, looking for help, making responsible choices and taking action. - to recognise that their actions affect themselves and others, to care about other people's feelings 	<p>identify their human and physical characteristics.</p> <p><u>Making an electrically powered vehicle</u>- Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and CAD.</p> <p>Apply knowledge of materials and techniques to refine and rework product to improve its functional and aesthetic properties.</p> <p>Use technical knowledge accurate skills to problem solve during making.</p> <p>Use knowledge of famous designs to further explain effectiveness of products made.</p> <p>Apply understanding of computing to program, monitor and control product.</p> <p><u>Cricket/Rounders</u> - Strike a ball with a range of bats for accuracy and distance.</p> <p>Good to be me:</p> <ul style="list-style-type: none"> -recognise their worth as individuals, identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. -to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. 	<p>designing and making pieces of work and explain their choices.</p> <p>Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently.</p> <p><u>Athletics</u> - Understand that being healthy incorporated body, mind and lifestyle.</p> <p>Identify the impact of a good social life on happiness.</p> <p>Recognise role on keeping immediate environment safe and healthy and offer suggestions.</p> <p><u>Relationships/changes</u></p> <ul style="list-style-type: none"> - To research, discuss and debate topical issues, problems and events. - to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. - that their actions affect others, to care about other people's feelings and to try to see things from their point of view. - to think about the lives of people living in other places and times, and people with difference values and customs. - to recognise that as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
--	---	---	---	--	---	---

	<p>achievements, seeing their mistakes, making amends and setting personal goals.</p> <ul style="list-style-type: none"> -know why and how rules are made and enforces, why rules are needed and how to take part in making and changing rules. -know that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these sometimes cause conflict with each other. - reflect upon spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. - know their actions affect themselves and others, to care about other people's feeling and try to see things from their point of view. - be aware of different types of relationships including marriage and those between family and friends, and to develop the skills to be effective in a relationship. <p>Appropriately discuss the dimensions of music and recognise them in music heard.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</p>	<p>Getting on and falling out – link with anti-bullying week.</p> <ul style="list-style-type: none"> -to research, discuss and debate topical issues, problems and events. -to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism. -to reflect upon spiritual, moral, social and cultural issues, using imagination to understand other people's experiences. -to resolve differences by looking at alternatives, making decisions and explaining choices. -know that their actions affect themselves and others. -to realise the nature and consequences of racism, bullying and aggressive behaviours and how to respond to them and ask for help. -to recognise and challenge stereotypes. -know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability. <p><u>Christmas carols</u> – Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.</p> <p>Create a simple composition and record using formal notation.</p>	<p>Use scientific vocabulary to explain what happens to our bodies during and after exercise.</p> <p>Explain the difference between good and bad bacteria.</p> <p>Say no to bullying:</p> <ul style="list-style-type: none"> -to know that pressure to behave in an unacceptable was or risky way can come from a variety of sources. - to resolve differences by looking at alternatives, making decisions and explaining choices. - to recognise the different risks in different situations and then decide how to behave responsibly. -to understand about health and safety and where to get help. -know that their actions affect themselves and others, to care about people's feelings. - to realise the nature and consequences of racism, bullying and aggressive behaviours and how to respond to them and ask for help. -to recognise and challenge stereotypes. 	<p>and to try to see things from their point of view.</p>	<ul style="list-style-type: none"> - to know which commonly available substances and drugs are legal and illegal, their effects and risks. - that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help, and use basic techniques for resisting pressure to do wrong. -that their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view. <p>Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and great composers.</p>	<ul style="list-style-type: none"> - to be aware of the different types of relationships, including marriage and those between friends and family, and to develop the skills to be effective in relationships. <p><u>Production</u> – sing as part of an ensemble with full confidence and precision</p> <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>
--	--	--	---	---	--	---