

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>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>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>Topic: Pig Heart Boy</p> <p>Class Text: Pig Heart Boy</p> <p>Topic Focus:</p> <p>Science</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>Topic: History of London & the UK</p> <p>Class Text: The London Eye Mystery</p> <p>Topic Focus:</p> <p>Art/DT</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. -Use the passive voice to present information. -Understand structures of informal and formal speech including question tags and subjunctive form. 	<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. -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. 	<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 -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. 	<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. -Hyphens to avoid ambiguity. - Prefixes involving hyphens -Homophones and near homophones. 	<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.
	<p>Writing objectives covered each topic</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. 					

	<ul style="list-style-type: none">-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	<u>Cloud Tea Monkeys</u> <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.	<u>The Adventures of Odysseus Greek Myths & Legends</u> <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 and range of writing.-Making comparisons within and across books.	<u>Pig Heart Boy</u> <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.-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.	<u>Pig Heart Boy</u> <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.-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.	<u>The London Eye Mystery</u> <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.	<u>The London Eye Mystery</u> <u>Read me aloud poems</u> <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.

				-Provide reasoned justifications for views.		
Maths	<p>Number and place value</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>Multiplication and division</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) -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 	<p>Fractions</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>Geometry (2D)</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 (knowing diameter is twice the radius). -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. 	<p>Fractions</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>Ratio and proportion</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. -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 	<p>Measures</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>Geometry (3D & position and movement)</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-ordinate plane and reflect them in the axis. 	<p>Statistic</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>Algebra</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.

	<p>accuracy.</p> <p>-Identify the value of each digit in numbers given to 3dp and multiply and divide these by 10, 100 and 1000.</p> <p>-Multiply and divide numbers with up to 2dp by whole numbers.</p> <p>-Use written division methods in cases where the answer has up to 2 dp.</p>	<p>-Recognise where it is possible to use formulae for area and volume.</p> <p>-Calculate the area of parallelograms and triangles.</p> <p>-Calculate and compare volume of cubes and cuboids using standard units.</p>				
RE	<p>Unit 1 Creation and New Beginnings</p> <p>Unit 2 Sacraments</p> <p>AT1:</p> <p>Show a knowledge and understanding of:</p> <ul style="list-style-type: none"> - a range of religious beliefs - what it means to belong to a church community <p>-religious symbols and the steps involved in religious actions and worship.</p> <p>Show understanding of, by making direct links between:</p> <ul style="list-style-type: none"> -beliefs and sources. -beliefs and life 	<p>Unit 3 Prayers, Saints and Feasts</p> <p>Unit 4 Advent</p> <p>AT1:</p> <p>Show a knowledge and understanding of:</p> <ul style="list-style-type: none"> - the life and work of key figures in the history of the people of God <p>- religious symbols and the steps involved in religious actions and worship.</p> <p>Show understanding of, by making direct links between:</p> <ul style="list-style-type: none"> -beliefs and sources. - beliefs and worship -beliefs and life 	<p>Unit 5 Christmas</p> <p>Unit 6 Revelation</p> <p>AT1:</p> <p>Show a knowledge and understanding of:</p> <ul style="list-style-type: none"> - those actions of believers which arise as a consequence of their beliefs. <p>Show understanding of, by making direct links between:</p> <ul style="list-style-type: none"> -beliefs and sources. -beliefs and life - beliefs and worship. 	<p>Unit 7 Lent</p> <p>Unit 8 Holy Week</p> <p>AT1:</p> <p>Show a knowledge and understanding of:</p> <ul style="list-style-type: none"> - religious symbols and the steps involved in religious actions and worship. <p>Show understanding of, by making direct links between:</p> <ul style="list-style-type: none"> -beliefs and sources. -beliefs and worship 	<p>Unit 9 Easter</p> <p>Unit 10 Pentecost</p> <p>AT1:</p> <p>Show a knowledge and understanding of:</p> <ul style="list-style-type: none"> - religious symbols and the steps involved in religious actions and worship. <p>Show understanding of, by making direct links between:</p> <ul style="list-style-type: none"> -beliefs and sources. -beliefs and worship 	<p>Unit 11:</p> <p>Other faiths:</p> <p>AT1:</p> <p>Show a knowledge and understanding of:</p> <ul style="list-style-type: none"> - a range of religious beliefs. <p>Show understanding of, by making direct links between:</p> <ul style="list-style-type: none"> -beliefs and sources. -beliefs and life - belief and worship.
	<p>Use a developing religious vocabulary widely, accurately and appropriately. AT2:</p> <p>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.</p> <p>Show an understanding of how own and other's decisions are informed by beliefs and moral values.</p> <p>AT3:</p> <ul style="list-style-type: none"> - 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. 					

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.</p> <p>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.</p> <p>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.</p> <p>Use simple perspective in their work using a simple focal point and horizon.</p> <p>Include use of sequences, selection and repetition with the</p>	<p><u>Working scientifically</u> Use test results to make predictions and set up further comparative fair tests.</p> <p>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.</p> <p>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> <p>-know why and how rules are made and enforces, why rules are needed and how to take part in making and changing rules.</p> <p>-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.</p> <p>- reflect upon spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</p> <p>- know their actions affect themselves and others, to care about other people's feeling and try to see things from their point of view.</p> <p>- 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> <p><u>Appropriately discuss the dimensions of music and recognise them in music heard.</u></p> <p><u>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</u></p>	<p>Getting on and falling out – link with anti-bullying week.</p> <p>-to research, discuss and debate topical issues, problems and events.</p> <p>-to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism.</p> <p>-to reflect upon spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</p> <p>-to resolve differences by looking at alternatives, making decisions and explaining choices.</p> <p>-know that their actions affect themselves and others.</p> <p>-to realise the nature and consequences of racism, bullying and aggressive behaviours and how to respond to them and ask for help.</p> <p>-to recognise and challenge stereotypes.</p> <p>-know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <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> <p>-to know that pressure to behave in an unacceptable was or risky way can come from a variety of sources.</p> <p>- to resolve differences by looking at alternatives, making decisions and explaining choices.</p> <p>- to recognise the different risks in different situations and then decide how to behave responsibly.</p> <p>-to understand about health and safety and where to get help.</p> <p>-know that their actions affect themselves and others, to care about people's feelings.</p> <p>- to realise the nature and consequences of racism, bullying and aggressive behaviours and how to respond to them and ask for help.</p> <p>-to recognise and challenge stereotypes.</p>	<p>and to try to see things from their point of view.</p>	<p>- to know which commonly available substances and drugs are legal and illegal, their effects and risks.</p> <p>- 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.</p> <p>-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> <p><u>Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and great composers.</u></p>	<p>- 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> <p><u>Production</u> – sing as part of an ensemble with full confidence and precision</p> <p><u>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.</u></p> <p><u>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</u></p>
--	---	---	--	---	--	--