

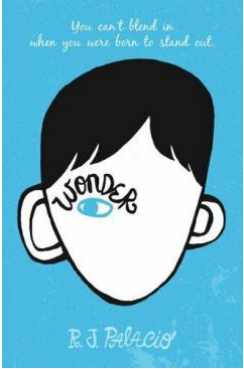
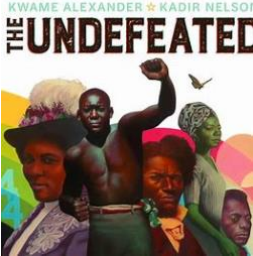
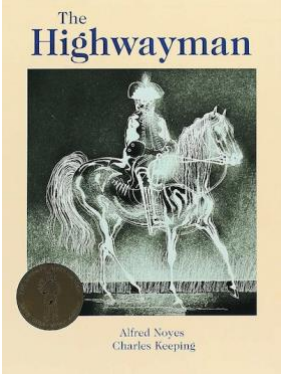
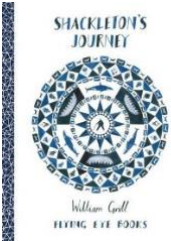




Year 6 Long Term Curriculum Plan
Radnor House Prep School

Year 6 Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Farm to Fork Sustainability		Zero to hero		Create and Innovate	
Quality Texts	<div><p>With a Foreword by Michael Morpurgo</p><p>CARRIE'S WAR</p><p>NINA BAWDEN</p></div> <p>Carrie's War by Nina Bawden</p> <p>Fiction and non fiction</p> <p>Also: Blog writing</p>	<div><p>With a Foreword by Michael Morpurgo</p><p>CARRIE'S WAR</p><p>NINA BAWDEN</p></div> <p>Carrie's War by Nina Bawden</p> <p>Fiction and non fiction</p> <p>Also: Greenwashing</p>	<div><p>You can't blend in when you were born to stand out.</p><p><i>Wonder</i></p><p>R.J. Palacio</p></div> <p>Wonder</p> <p>By R.J. Palacio</p> <div><p>KWAME ALEXANDER & KADIR NELSON</p><p>THE UNDEFEATED</p></div> <p>The undefeated</p> <p>By Kwame Alexander and Kadir Nelson</p>	<div><p>The Highwayman</p><p>Alfred Noyes Charles Keeping</p></div> <p>The Highwayman</p> <p>By Alfred Noyes</p> <div><p>SHACKLETON'S JOURNEY</p><p>William Gill ILLUSTRATED BY E. H. BATES</p></div> <p>Shakletons Journey</p> <p>By William Gill</p>		

<p>English (possible writing outcomes)</p>	<p>Blog writing:</p> <ul style="list-style-type: none"> • Use of informal language • Use of contractions • Recount writing <p>Carries War:</p> <ul style="list-style-type: none"> • Introduce the theme of evacuation • Recounts • Empathising with characters • Planning ideas • Focus on 'show me, don't tell me' 	<p>Greenwashing:</p> <ul style="list-style-type: none"> • Summarising information • Researching information • Using planning templates • Using a range of persuasive language features. 	<p>Wonder:</p> <ul style="list-style-type: none"> • Comprehension • Investigate key themes • Plan story for an animal with a difference • Write and edit story <p>The undefeated:</p> <ul style="list-style-type: none"> • Summarise information • Use research skills • Present information • Use chronological order • Use appropriate time and addition conjunctions 	<p>The Highwayman</p> <ul style="list-style-type: none"> • Make inference and deductions • Investigate metaphor and simile • Write using verse <p>Shackleton's Journey:</p> <ul style="list-style-type: none"> • Identify the features of recounts • Summarise information • Write newspaper recounts using key features 		
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<p>Writing skills:</p>	<p>Words/ Vocabulary:</p> <p>Convert words into nouns (nominalisation) to convey precise, concise information: was cancelled – cancellation, is important – the importance</p> <p>Use specific features to create impact on the reader: figurative language, metaphor, personification etc.</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported</i>, <i>alleged</i>, or <i>claimed</i> in formal speech or writing)</p> <p>How words are related by meaning such as synonyms and antonyms (For example, big, little, large)</p>	<p>Sentence structure:</p> <p>Use a range of sentence types for impact and effect.</p> <p>Expand noun phrases with precision to convey information concisely: The cancellation of the Egyptian exhibition and the closure of the West Wing. The burning of the forest.</p> <p>Use the passive mood to change perspective or point of view: Active – The Viking invaders destroyed the castle. Passive – The castle was destroyed by the Viking invaders. The castle was destroyed.</p> <p>Use the subjunctive in the most formal writing: If I were to win the lottery, I would travel the world.</p> <p>Use rhetorical questions as a persuasive device.</p>	<p>Text structure:</p> <p>Use different narrative structures and techniques according to the text type: horror, adventure etc.</p> <p>Use paragraphs effectively to link ideas within and across paragraphs.</p> <p>Non-narrative: Understand the range of non-narrative text types, how they are organised and the degree of formality required.</p> <p>Use a range of appropriate cohesive devices to link ideas across texts.</p> <p>Use appropriate techniques to engage the reader: Opening hook, Rhetorical questions, Personal comments, Varied conclusions.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as, <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis.</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Punctuation:</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (For example: It's raining; I'm fed up)</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re over</i>)</p>
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<p>Reading skills:</p>	<p>Word reading / Vocabulary:</p> <p>Use a developing range of strategies to decode text. Apply phonic skills when Read with concentration for increasing length of time. Use a range of non-fiction material to find information and evaluate its accuracy and basis in fact. Apply their growing knowledge of root words, prefixes and suffixes.</p>	<p>Inference / Prediction / Making links:</p> <p>Identify how characters change during the events of a longer novel.</p> <p>Compare and contrast characters, themes and structure in texts by the same and different writers. Recognise and explain bias in non-fiction texts. Make predictions from details stated and implied. Make comparisons within and across books.</p> <p>Recommend books that they have read for their peers. Draw inferences such as inferring character's feelings, thoughts and motives from their actions and justifying. Summarising the main ideas.</p>	<p>Explanation / Comprehension:</p> <p>Continue to read challenging texts beyond those used in school, evaluate the style, state preferences, and justify them.</p> <p>Analyse language used and identify the grammatical features and literary techniques used to create mood, atmosphere, key messages and attitudes. Evaluate language, grammatical features and literary techniques used to create mood, atmosphere, key messages and attitudes.</p> <p>Compare effectiveness and impact of language, grammatical features and literary techniques used to create mood, atmosphere, key messages and attitudes in books read.</p> <p>Explain the author's viewpoint in a text and present an alternative point of view. Analyse the structure and the subtle clues across a complete text and how these contribute to the overall meaning. Discuss and evaluate how authors use of language impact on the reader. Distinguish between statements of fact and opinion. Participate in discussions about books that are read to them and build on their own and other's ideas and challenge views courteously</p>
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Maths	Number: Addition, Subtraction, Multiplication and Division Number: Fractions Number: Algebra Number: Sequences Number: Decimals		Number: Percentages Measurement: Converting Units Measurement: Perimeter, Area and Volume Number: Ratio Geometry: Position and Direction Geometry: Angles		Problem Solving Statistics: Data Investigations and theme projects Measurement: Time Number: Probability Reviews	
	Skills: Within maths lessons the children will develop their mathematical skills written above in a range of ways. They will be taught to be fluent in each area, developing a conceptual understanding. To become fluent, the children will experience the new concepts with practical activities, pictorial representations of the skills and developing mental and written methods to represent the skills being taught. The will extend their knowledge of these skills through reasoning where they follow a line of enquiry and problem solving where they will apply these skills to a variety of problems.					
Science	Evolution and inheritance	Animals including humans – circulation and health	Living things and their habitats – classifying micro organisms, plants and animals	Electricity – symbols in circuit diagrams, complex circuits 1. Can I recognise and use electrical circuit symbols 2 & 3 How does changing the voltage affect the components (bulb) in circuits? (what is the potential difference) 4 & 5 How does changing the voltage affect the components (buzzer) in circuits	Light – travel in straight lines, eyes	Continue – working scientifically
	Skills: Take accurate and precise measurements using a range of equipment, take repeat reading Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Use scientific information (keys/data/records) to identify, classify and describe living things and material Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs Report and present findings from enquiries in oral and written forms such as displays and other presentations					

History		<p>W2/Dunkirk</p> <p>Lesson 1- When was WW2 and what was the cause of WW2?</p> <p>Lesson 2- What are the significant dates and timelines of WW2?</p> <p>Lesson 3- What was Dig for Britain and why did people ration? – Link to farm to fork</p> <p>Lesson 4- What was the role of Women during WW2?</p> <p>Lesson 5- What was evacuation like during WW2?</p> <p>Lesson 5- What was the holocaust?</p> <p>Lesson 7- Why was Dunkirk so important?</p> <p>Lesson 8- What was the significance of Pearl Harbour?</p> <p>Lesson 9- How did WW2 end?</p> <p>Lesson 10-Research and Project</p> <p>One lesson for trip- IWM</p>	<p>Y6- Black history and slave trade-</p> <p>Lesson 1- What was segregation and What was the slave trade?</p> <p>Lesson 2- What was life like for black people living in the UK and America?</p> <p>Lesson 3- What influential people had an impact on the changes to segregation and the slave trade?</p> <p>Lesson 4- How and when did segregation end?</p> <p>Lesson 5- Why are people still protesting and fighting for rights? – modern day racism/ BLM</p> <p>Research and project.</p>			History unit here
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	<p>Skills:</p> <p>Historical enquiry</p> <p>Chronological understanding</p> <ul style="list-style-type: none">• Recognise primary and secondary sources• Place current study on time line in relation to other studies• Use a range of sources to find out about an aspect of time past• Use relevant dates and terms• Suggest omissions and the means of finding out• Sequence up to 10 events on a time line• Bring knowledge gathered from several sources together in a fluent account <p>Range and depth of historical knowledge</p> <p>Interpretations of history</p> <ul style="list-style-type: none">• Write another explanation of a past event in terms of cause and effect using• Link sources and work out how conclusions were arrived at.• Consider ways of evidence to support and illustrate their explanation by checking the accuracy of interpretations.• Fact or fiction and opinion.• Know key dates, characters and events of time studied.• Aware that different evidence will lead to different conclusions.• Confidently use and find out about beliefs, behaviour and characteristics of people, recognising that the library and internet for research not everyone shares the same views and feelings <p>Organisation and communication</p> <ul style="list-style-type: none">• Compare beliefs and behaviour with another time studied• Select and organise information to produce structured work, making appropriate use of dates and terms.					
Geography				Earthquakes and volcanoes Hamilton trust unit natural disasters Plate tectonics- Lesson 1- What are the layers of the earth and why is continental drift important? Lesson 2- What happens when two plates meet? – Pushing together and	Trade/globalisation- Lesson 1- What is trade? Lesson 2- How did trade begin locally? Lesson 3- How was trade able to spread over countries? Lesson 4- What was the impact of colonisation and technology? Lesson 5- What is fair	

				<p>pulling apart</p> <p>Lesson 3- What happens when two places meet- sliding past each other and colliding plates causing a trench</p> <p>Lesson 4- How are volcanoes formed and where can these be found?</p> <p>Lesson 5- What are the affects of active volcanoes?</p> <p>Lesson 6- How are earthquakes formed?</p> <p>Lesson 7- What are the affects of earthquakes?</p> <p>Lesson 8- Research and project.</p> <p>Schools trip- natural history museum- plate tectonic section.</p> <p>Natural history museum offer a virtual volcano and earthquake experience.</p>	<p>trade?</p> <p>Research and project.</p> <p>Possibly use grammar sarus unit – economic activity of the uk</p>	
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	<p>Skills:</p> <p><u>Perspective</u></p> <p><u>Drawing maps</u></p> <ul style="list-style-type: none"> □ Draw a variety of thematic maps based on their own data. <u>Map knowledge</u> □ Begin to draw plans of increasing complexity. <p><u>Representation</u></p> <p><u>Style of map</u></p> <ul style="list-style-type: none"> □ Use/recognise OS map symbols; □ Use atlas symbols. <p><u>Using maps</u></p> <ul style="list-style-type: none"> □ Follow a short route on an OS map. Describe features shown on OS map. <u>Direction/Location</u> <ul style="list-style-type: none"> □ Locate places on a world map. <p>regions,</p> <p>-ordinates confidently to locate features on a map.</p> <p>weather patterns)</p> <p>id refs; use latitude and longitude on atlas maps.</p> <p><u>Scale/Distance</u></p> <p><u>Geographical enquiry</u></p> <ul style="list-style-type: none"> □ Use a scale to measure distances. <p>larger scale; co</p>					
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<p>Religious Studies (FW)</p> <p>Hinduism</p> <p>Christianity</p> <p>Sikhism</p> <p>Judaism</p> <p>Humanism</p> <p>Non-religious beliefs</p> <p>Islam</p> <p>Buddhism</p>	<p><u>Autumn 1–Farm to Fork</u></p> <p><u>Special Ceremonies– Weddings</u></p> <p>Muslim wedding</p> <p>Buddhist wedding</p> <p>Sikh wedding</p> <p><u>Special Festivals</u></p> <p>Rosh Hashanah– Judaism (15– 17Sep)</p> <p>Yom Kippur– Judaism (25Sep)</p> <p>Harvest festivals around the world(October)</p>	<p><u>Autumn 2– Sustainability</u></p> <p><u>Special Ceremonies– Weddings</u></p> <p>Jewish Weddings</p> <p>Humanist Weddings</p> <p><u>Special Ceremonies – End of life rituals</u></p> <p>Humanist–death ceremony</p> <p>Hindu death ceremony</p> <p>(Compare–a focus point that came up was the belief in afterlife)</p> <p><u>Special Festivals</u></p> <p>Diwali– Hinduism/Sikhism (different stories)</p>	<p><u>Spring 1–Zero to Hero</u></p> <p><u>Views on Creation</u></p> <p>My views</p> <p>A Hindu Creation Story</p> <p>Jewish/Christian Creation Story & Islamic Creation Story</p> <p>Links between these views– All believe in Genesis Story.</p> <p>Buddhist Views on the World Being continuous.</p>	<p><u>Spring 2–Zero to Hero</u></p> <p><u>Similarities between World Religions</u></p> <p>The 10 Commandments</p> <p>Noah’s Ark</p> <p>Similarities in types of prayer</p> <p>Old Testament–Links to Christianity, Islam and Judaism.</p> <p>Why might religions have similar views, beliefs and stories?</p>	<p><u>Summer 1–Create & Innovate</u></p> <p><u>Various Religious Practises</u></p> <p>Different forms of Christianity around the globe.</p> <p>Different Hindu traditions – Examples Krishna, Shavisim</p> <p>Amritdhari Sikhs – those who have participated in Amrit ceremony</p> <p>My developing religious views.</p>	<p><u>Summer 2–Create & Innovate</u></p> <p><u>Religious changes world-wide and as individuals</u></p> <p>Religions from the past</p> <p>Changing religions of the world–Where religions are?</p> <p>Decline of some religions.</p> <p>Newer religions and beliefs – Beginning of Humanism</p> <p>Scientology</p> <p>Why do religions change and develop?</p>
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		Christmas Hanukkah	Modern Christian views on creation <u>Educational Visits/Trips</u> Sikh Gurdwara	<u>Educational Visits/Trips</u>		
	Skills: Throughout these lessons, primary students will be learning a variety of skills, encompassing both cognitive and social-emotional domains. Knowledge and understanding: Gain knowledge of religious ceremonies, leaders, special religious places and religious rituals and beliefs. Understanding who important figures in religions were and why they were and are considered important. Understanding why certain rituals, scriptures and objects are important to the followers of that religion. Critical thinking: To analyse information and discussions to form opinions about beliefs and religious rituals. To engage in reflective thinking through reflective activities. Communication skills: Express ideas and thoughts through discussions. Share reflections in various ways. Empathy and cultural awareness: Develop an understanding and appreciation for the cultural and religious aspects of religions. Foster empathy by considering the experiences and challenges faced by some of these leaders and religious figures. Collaboration: Participate in discussions and actively listening to peers and educators. Respect for diversity. Learn about religious figures and beliefs, promoting respect for diverse cultures and beliefs. Explore ethical questions. Practice listening and reading comprehension skills. Develop self-awareness by considering own understanding of religions and religious beliefs.					

Indoor PE Outdoor PE	Net and Wall Games (Benchball)	Net and Wall Games (Benchball)	Dance	Dance	Gymnastics	Gymnastics
	Invasion Games (Netball)	Invasion Games (Netball)	Striking and Fielding Games (Cricket)	Striking and Fielding Games (Cricket)	Athletics	Athletics
	<p>Skills:</p> <p>Dance: Exaggerate dance movements and motifs (using expression when moving); performs with confidence, using a range of movement patterns; demonstrates a strong imagination when creating own dance sequences and motifs; demonstrates strong movements throughout a dance sequence; combines flexibility, techniques and movements to create a fluent sequence; moves appropriately and with the required style in relation to the stimulus <i>e.g using various levels, ways of travelling and motifs</i>; beginning to show a change of pace and timing in their movements; is able to move to the beat accurately in dance sequences; improvises with confidence, still demonstrating fluency across their sequence; dances with fluency, linking all movements and ensuring they flow; demonstrates consistent precision when performing dance sequences; modifies parts of a sequence as a result of self and peer evaluation; uses more complex dance vocabulary to compare and improve work. Gym: Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction; adapts sequences to include a partner or a small group; gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement; draw on what they know about strategy, tactics and composition when performing and evaluating; analyse and comment on skills and techniques and how these are applied in their own and others' work; uses more complex gym vocabulary to describe how to improve and refine performances; develops strength, technique and flexibility throughout performances.</p> <p>Games: Vary skills, actions and ideas and link these in ways that suit the games activity; shows confidence in using ball skills in various ways, and can link these together effectively <i>e.g. dribbling, bouncing, kicking</i>; keeps possession of balls during games situations; consistently uses skills with co-ordination, control and fluency; takes part in competitive games with a strong understanding of tactics and composition; can create their own games using knowledge and skills; modifies competitive games; compares and comments on skills to support creation of new games; can make suggestions as to what resources can be used to differentiate a game; apply knowledge of skills for attacking and defending; uses running, jumping, throwing and catching in isolation and in combination.</p> <p>Athletics: Beginning to build a variety of running techniques and use with confidence; can perform a running jump with more than one component <i>e.g. hop skip jump (triple jump)</i>; beginning to record peers performances, and evaluate these; demonstrates accuracy and confidence in throwing and catching activities; describes good athletic performance using correct vocabulary; can use equipment safely and with good control.</p> <p>Outdoor Adventurous Activities: Develops strong listening skills; use s and interprets simple maps; think activities through and problem solve using general knowledge; choose and apply strategies to solve problems with support; discuss and work with others in a group; demonstrates an understanding of how to stay safe. Evaluation: Watches and describes performances accurately; learn from others how they can improve their skills; comment on tactics and techniques to help improve performances; make suggestions on how to improve their work, commenting on similarities and differences.</p> <p>Healthy Lifestyles: Can describe the effect exercise has on the body; can explain the importance of exercise and a healthy lifestyle; understands the need to warm up and cool down.</p>					

<p>Art (FW)</p>	<p><u>Autumn 1 – Farm to Fork</u> <u>Drawing and sketching.</u> Practise 3-dimensional sketching techniques. Shading/Tonal/Stippling/Hatching/Cross-hatching/Scuttling Farm to Fork – topics Cocoa beans to chocolate Plantation to teapot Bees to honey Research journey from farm to shop, compile information in creative scrapbook poster. Sculpting with clay and plaster of Paris</p>	<p><u>Autumn 2 – Sustainability</u> <u>Continue with Sculpture and painting</u> Sculpting 3-dimensional object. Clay and plaster of Paris. Paint objects, create wings (bees). <u>Imigongo sculpting</u> Draw geometric patterns, trace on wood, sculpt with clay, paint Letter design-nets, 3D shapes packaging <u>Drawing and painting</u> Sketching buildings. 3-dimensional technique. One point perspective-vanishing point. Impressionism. Acrylic painting techniques Artist Reg Gardner (links to Lowry)</p>	<p><u>Spring 1 – Zero to Hero</u> <u>Painting</u> Sketch buildings. 3-dimensional shapes. One point perspective-vanishing point. Impressionism. Acrylic painting technique. <u>Collage</u> Create a collage for purpose with a colour scheme that creates a striking effect. Choose complimentary colours. Artist: Hannah Hoch</p>	<p><u>Spring 2 – Zero to Hero</u> <u>Drawing</u> Create a portrait, ensuring face is in proportion. Use of shading techniques. Drawing of facial elements. Proportion. Use of sketching pencils Difference between pencil and charcoal. Pressure on pencils for light or darker lines. Artist: Paul Cadden</p>	<p><u>Summer 1 – Create and Innovate</u></p>	<p><u>Summer 2 – Create and Innovate</u></p>
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	<p>Skills:</p> <p>To work independently to develop a range of ideas which shows curiosity, imagination and originality.</p> <p>To work systematically when investigating, researching and testing ideas and plans using sketch books and other sensible approaches. To suggest what can be done to further develop technical and craft skills to improve mastery of materials and art techniques.</p> <p>To create successful finished work independently.</p> <p>To make sensible choices when selecting suitable art processes and to use and combining these effectively.</p> <p>To use a variety of recording methods and techniques, materials and processes to combine and organise line, shape, form and space and apply colour, tone, pattern and texture.</p> <p>To give a reasoned evaluation of both their own and professional's work which considers the starting points, the intentions and the context behind the work. To describe, interest and explain the work, ideas and ways of working of some important artists, crafts people, designers and architects. To include the influence of the individuals' differences historical, cultural and social context in which they worked.</p> <p>To know the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>
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Design Technology (STEAM)	<p>Docking Station</p> <p>TinkerCAD</p>	<p>Flat pack table lamps</p> <p>Coding</p>	<p>Flat pack table lamps</p> <p>Circuits</p> <p>Coding - introduction</p>			
	<p>Skills:</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and CAD.</p> <p>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>To plan the order of their work, choosing appropriate materials, tools and techniques. Suggest alternative methods of making if the first attempts fail. To identify the strengths and areas for development in their ideas and products.</p> <p>To begin to understand what is coding and how to use it.</p> <p>To understand and assemble and circuits and incorporate in design.</p> <p>To begin to focus on accuracy on repeated shapes</p> <p>To understand how 2D shapes can be assembled to create 3D models.</p> <p>To know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p> <p>To appropriately measure and mark out materials based on selected items needed to be stored on docking station.</p> <p>To learn how to work on a restricted scale to save material and work to the design brief.</p> <p>To select and priorities what products will be stored on docking station based on design brief.</p> <p>To learn how to use TinkerCAD and how to produce a appropriate design.</p>					

	<p>To learn how to use the 3D printers to print designs which can include models or specific components of docking station.</p> <p>To begin to understand how the laser cutter can enhance products.</p> <p>To confidently select appropriate tools, materials, components and techniques and use them safely and accurately.</p> <p>To combine the use of machine tools with hand tools to achieve a better finish.</p> <p>To assemble components to make working models and final product.</p> <p>To understand different joining methods</p> <p>To use multiple materials which include PLA, wood and acrylic.</p> <p>To aim to make and to achieve, a quality product.</p> <p>To use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p> <p>To evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>To evaluate against their original criteria and suggest ways that their product could be improved.</p>		
Music	Film Music	Indian Classical Music <p>Pupils will learn about Indian Classical Music from North India. They will develop an understanding of the key musical features, instruments and the history and context of the music. Pupils will have regular opportunities to perform and compose using the piano, Garageband and their own instruments.</p> <p>L1- Learning about the cultural background of India and listening to a range of examples of Northern Indian Classical Music.</p> <p>L2- Learning about the three main elements of the music: rag, tala and drone.</p> <p>L3-Exploring a piece of Indian Classical Music and composing a melody using the rag desh scale.</p> <p>L4- Rehearsing and performing a piece of music using the rag desh scale.</p> <p>L5- Learning about structure and form in Indian Classical Music.</p> <p>L6-Composing an Alap using the musical features taught in the unit so far.</p> <p>L8- Learning about the history and context of Punjabi Bhangra Music</p>	Rock 'n' Roll Music

			including listening to a range of songs L9-10- Performing a piece of Bhangra music 'Mundian to bach Ke' in a small class band, using a range of instruments.			
	<p>Skills:</p> <p>Listening and appraisal:</p> <p>Listening to music from a range of musical genres including Western Classical Music, World Music and Popular Music genres.</p> <p>Gaining an understanding of music within the context of history, society and other cultures</p> <p>Learning to aurally recognise a range of instruments including popular music instruments such as acoustic and electric guitars, bass guitar and electronic instrumental sounds</p> <p>Learning about the elements of music- include rhythm, metre, tempo, pitch and melody, structure and form, harmony, tonality, texture, dynamics and timbre</p> <p>Composing:</p> <p>Understanding the importance of the elements of music and how they are used to compose and perform music,</p> <p>Composing music using graphic scores and simple music notation including crotchets, quavers, minims and rests.</p> <p>Composing music using staff notation on the treble clef</p> <p>Learning to compose music using MAC computers and iPads. Developing music technology skills by composing music using Garageband music software</p> <p>Performance:</p> <p>Learning to play a range of instruments including the ukulele, tuned and untuned percussion, keyboards and the piano.</p> <p>Working collaboratively with your peers to perform a song</p> <p>Singing songs in a range of genres, in unison and in canon and two-part harmony</p> <p>Learning to apply the elements of music tempo, dynamics and harmony to a performance</p>					
PSHE	<p>Autumn 1</p> <p><u>Being Me in My World</u></p> <p>Identifying goals for the year</p> <p>Global citizen</p> <p>Children's universal rights</p> <p>Feeling welcome and valued</p> <p>Choices, consequences and rewards</p> <p>Group dynamics</p> <p>Democracy, having a choice</p> <p>Anti-social behaviour</p>	<p>Autumn 2</p> <p><u>Healthy Me</u></p> <p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including 'county lines' and gang culture</p> <p>Emotional and mental health</p> <p>Managing stress</p>	<p>Spring 1</p> <p><u>Celebrating Differences</u></p> <p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power struggles</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p> <p>Differences as conflict, difference as celebration</p> <p>Empathy</p>	<p>Spring 2</p> <p><u>Dreams and Goals</u></p> <p>Personal learning goals, in and out of school</p> <p>Success criteria</p> <p>Emotions in success</p> <p>Making a difference in the world</p> <p>Motivation</p> <p>Recognising achievements</p>	<p>Summer 1</p> <p><u>Relationships</u></p> <p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility with technology use</p>	<p>Summer 2</p> <p><u>Changing Me</u></p> <p>Self-image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexting</p> <p>Transition</p>

	Role-modelling			Compliments		
	<u>Skills:</u> Being Me in My World: Healthy Me: Celebrating Differences: Dreams and Goals: Relationships: Changing Me:					
French	Vocabulary and conversations about selves and families	Vocabulary and conversations about Paris.	Children will look at vocabulary on the topic of food and drink. They will practise conversations about food and drink. They will look at the rules for regular er verbs and add the irregular verb boire to the two covered last term.	Vocabulary and conversations about eating out in France	cultural awareness	Building vocab into conversations
	<u>Skills:</u> <u>Speaking:</u> Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <u>Listening:</u> Engage in conversations; ask and answer questions; express opinions and respond to those of others. Seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Describe people, places, things and actions orally. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences <u>Reading:</u> Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. <u>Writing:</u> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions in writing <u>Grammar:</u> Understand gender of nouns, definite and indefinite articles. Understand singular and plural forms of nouns. Recognise adjectives, place and agreement. Conjugate key verbs (and make verbs negative). Use high-frequency sentence-builders, such as connectives and qualifiers, (adverbs of time, prepositions of place). <u>Intercultural Diversity:</u> Describe the life of children in the countries where the language is spoken. Identify similarities and differences in everyday life, social conventions, traditional stories and					

	<p>celebrations. Recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others. Recognise and mistrust stereotypes, and understand and respect cultural diversity.</p>
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