



## Year 6 - 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>English</u>	<p><b>Narrative (mystery)</b></p> <p><b>Recount Writing</b></p> <p><i>The London Eye Mystery (CLPE)</i></p> <ul style="list-style-type: none"> <li>• <i>Nouns/verbs/adverbs</i></li> <li>• <i>Word types and punctuation</i></li> <li>• <i>Identify parts of speech/punctuation</i></li> <li>• <i>Change nouns to adjectives</i></li> <li>• <i>Active/Passive form of verbs</i></li> <li>• <i>Expanded noun phrase</i></li> </ul> <p><i>To use relative clause</i></p>	<p><b>Biographies and autobiographies</b></p> <p><b>Reports and Journalistic Writing</b></p> <p><b>Poetry</b></p> <p><i>The Silver Donkey (CLPE)</i></p> <ul style="list-style-type: none"> <li>- <i>Speech marks</i></li> <li>- <i>To use colons</i></li> <li>- <i>Using semi-colons, colons and dashes to mark boundaries between independent clauses</i></li> <li>- <i>Using a colon to introduce a list</i></li> <li>- <i>To use synonyms</i></li> <li>- <i>To use antonyms</i></li> <li>- <i>To use homonyms</i></li> <li>- <i>To use homophones</i></li> <li>- <i>To use the Perfect Form</i></li> </ul> <p><b>Retrieval Practice</b></p> <p>Quick Knowledge Quiz - Ask children to write down</p>	<p>Argument and debate/ Persuasive Writing</p> <p>Non-chronological reports</p> <p><i>Floodland (CLPE)</i></p> <ul style="list-style-type: none"> <li>- <i>To identify parts of speech</i></li> <li>- <i>Synonyms and antonyms</i></li> <li>- <i>To convert nouns and adjectives into verbs-ate, -ise, -ify</i></li> <li>- <i>To change adjectives and nouns into verbs</i></li> <li>- <i>To identify perfect and progressive tense</i></li> <li>- <i>To explore parts of speech</i></li> </ul>	<p><b>Genre fiction (historical)</b></p> <p><i>Treason (CLPE)</i></p> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>- <i>To use the subjunctive form</i></li> <li>- <i>To use modal verbs</i></li> <li>- <i>To use hyphens</i></li> <li>- <i>To punctuate bullet points and colons consistently</i></li> <li>- <i>To use semi-colons</i></li> <li>- <i>To use 2 pairs sentences</i></li> </ul>	<p><b>Genre fiction (historical)</b></p> <p><i>Treason (CLPE)</i></p> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>- <i>To use bullet points</i></li> <li>- <i>To use active and passive voice</i></li> </ul>	<p><b>Genre fiction (historical)</b></p> <p>The Princess' blanket</p>



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		answers (on whiteboards or early morning workbook) to a range of questions drawn from previous grammar lessons				
<b>Comprehension</b>	Unit 1- Classic fiction-The Wolves of Willoughby Chase Unit 8- Non-Fiction-The Milky Way-Our Galaxy Unit 14- Fiction-Another Way of Seeing Things	Unit 2- Poetry-Conquer Unit 3-Nonfiction-History of the Olympics Unit 20- Non-Fiction-A life Changing Trip	Unit 5- Non-Fiction-Fearless Stunt People Unit 10- Non-Fiction-Sweet Dreams Unit 15- Non-Fiction-Marvellous Meerkats Unit 17- Classic Fiction-Treasure Islands Unit 18- Fiction-The Penny	Unit 4- Fiction-Grandpa's Perfect Gift Unit 12- Classic Fiction-Journey To The Centre of the Earth Unit 19- Non-Fiction-Kia Ora Unit 21- Non-Fiction-Will Keith Kellog-The Cereal Man	Unit 6- Classic Fiction-Black Beauty Unit 11- Fiction-New Old World Unit 13- Non-Fiction-Sea Cave Rescue	Unit 7- Poetry-Sun is Laughing Unit 9- Classic Fiction-Robinson Crusoe Unit 16- Poetry-Escape at Bedtime Unit 22- Classic Fiction-The Hound of the Baskervilles
<b>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</b>	<ul style="list-style-type: none"> <li>Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms.</li> <li>Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms.</li> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices.</li> <li>Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity.</li> <li>Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</li> </ul>					
<b>Maths</b>	<b>Wb 4.9.23</b> Closing the gaps from the previous year group	6. mental strategies and written methods in multiplying; both long and short	11. division and fractions; children rehearse mental strategies and short	16. mental and written addition and subtraction methods, including solving word problems.	21. the use of written algorithms in multiplying and dividing large numbers; both long	26. revision of: written algorithms for multiplication and division and mental strategies including



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	<p>1. establishing a robust understanding of place value in relation to whole numbers and decimals, which is then used in written methods and mental strategies in addition.</p> <p>2. establishing a robust understanding of place value in relation to whole numbers and decimals, which is then used in written methods and mental strategies in addition.</p> <p>3. algebra - developing the use of trial and improvement methods, knowledge of the order of operations including brackets, and the manipulation of sentences containing unknowns.</p>	<p>multiplication are rehearsed, alongside a range of mental tactics.</p> <p>7. positive and negative whole numbers, and then comparing, ordering, adding and subtracting fractions, including mixed numbers.</p> <p>8. 2D shapes, their properties, areas, and perimeters, and 3D shapes, their nets, volumes and properties.</p> <p>9. division and fractions; children rehearse mental strategies and short division, giving remainders as fractions; fractions are added, subtracted,</p>	<p>division, giving remainders as fractions; fractions are added, subtracted, multiplied and divided; finding percentages is also covered.</p> <p>12. robust understanding of place value in large numbers, which underpins the subtraction work that follows.</p> <p>13. understanding decimal and proper fractions and their equivalences; calculations including multiplication of these numbers are rehearsed.</p> <p>14. understanding decimal and proper fractions and their equivalences; calculations including</p>	<p>17. number patterns involving factors and multiples, and on long division.</p> <p>18. solving addition and subtraction problems involving money and decimals.</p> <p><b>Wb 11.3.24 assessment week - closing the gaps</b></p> <p>19. data representation and manipulation, including line graphs, pie charts and the use and calculation of averages.</p> <p>20. position on a 4-quadrant coordinate grid, with polygons being plotted, translated and reflected; the week concludes with angle theorem</p>	<p>and short versions of these methods are taught.</p> <p>22. the use of generalisations and simple formula, including to find the <math>n</math>th term in a sequence; then moves on to ratio.</p> <p>23. revision of place value in large numbers and in decimal fractions.</p> <p>24. revision of: mental and written strategies in addition and subtraction; finding percentages; order of operations; and finding unknowns in equations.</p> <p>25. revision of: written algorithms for multiplication and division and mental strategies including the use of factors; finding fractions of</p>	<p>the use of factors; finding fractions of amounts; and calculating mean average.</p> <p>27. revision of: equivalence in fractions; and using this to add, subtract, multiply and divide fractions; and solving ratio problems.</p> <p>28. revision of: properties of 2D shapes; angle types and theorems; perimeter, area and volume; 24-hour clock time intervals; and tables, graphs and charts.</p> <p>29. exploration of a variety of interesting mathematical concepts and processes, including binary numbers and Napier's bones; playing with numbers,</p>
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	<p>4. measurement in and conversion of SI and imperial units; it also covers the use of 24-hour clock and calculation of time intervals.</p> <p>5. mental strategies and written methods in subtracting and the appropriate use of both with whole and decimal numbers, including money.</p> <p>Wb 16.10.23 closing the gaps</p> <p><b><u>Retrieval Practice</u></b> Quick Knowledge Quiz - Ask children to write down answers (on whiteboards or early morning workbook) to a range of questions drawn from previous lessons - FlashbackFour - Autumn 1</p>	<p>multiplied and divided; finding percentages is also covered.</p> <p><b>WB 04.12.23 Assessment Week &amp; closing the gaps</b></p> <p><b>WB 11.12.23 Closing the gaps from Autumn ARE</b></p> <p>10. division and fractions; children rehearse mental strategies and short division, giving remainders as fractions; fractions are added, subtracted, multiplied and divided; finding percentages is also covered.</p>	<p>multiplication of these numbers are rehearsed.</p> <p>15. 2D shapes, particularly quadrilaterals, in relation to their diagonals and interior angles; circles are also taught, along with relevant terminology.</p> <p>Wb 6.2.23 closing the gaps</p>		<p>amounts; and calculating mean average.</p> <p><b>WB 20.5.24 closing the gaps</b></p>	<p>discovering patterns and solving mathematical puzzles.</p> <p><b>WB 01.07.24 Assessment week and closing the gaps from Summer ARE</b></p> <p>30. exploration of a variety of interesting mathematical concepts and processes, including binary numbers and Napier's bones; playing with numbers, discovering patterns and solving mathematical puzzles.</p>
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<u>RE</u>	<u>Our Mission Statement and Gospel Values</u>	<u>Domestic Church</u>	<u>Retrieval Practice</u>	<u>Advent/Christmas</u>
AUTUMN	<p><b>5th Sept- 8th Sept</b></p> <p>How our Mission Statement directs our 'Mission in life'</p> <ul style="list-style-type: none"> <li>- Evaluate the Mission Statement and how it directs the way we live at St Francis</li> <li>- Explain the values of the Mission Statement and examples of how these are demonstrated in school.</li> </ul>	<p><b>12th Sept. - 30th Sept.</b></p> <p><u>LOVING - God who never stops loving</u></p> <p><b>Feast of St Francis Mass</b> <u>Wednesday 4th October</u></p> <p><b>New School Year Mass:</b> <b>7<sup>th</sup> September</b></p> <p><b>School Mass: Feast of St Francis 4<sup>th</sup> Oct</b></p>	<p>Knowledge organiser - Ask children to design a knowledge organiser about <u>LOVING</u>. They have five minutes to add key vocabulary, bullet point main ideas, add an illustration or diagram</p> <p><b><u>Baptism/Confirmation</u></b></p> <p><b>9th Oct - 10th Nov.</b></p> <p><u>VOCATION AND COMMITMENT</u> - The vocation of priesthood and religious life</p> <p>13th Nov - 17th Nov</p> <p><u>Rosh Hashanah, Yom Kippur</u></p> <p>School Mass: All Saints' - 1st Nov</p>	<p><b>20th Nov. - End of Term</b></p> <p><u>EXPECTATIONS - Jesus born to show God to the world</u></p> <p>School Mass: End of Term Christmas Mass 19th Dec.</p>



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<p><b>SPRING</b></p>	<p><b>Local Church</b>  <u>4<sup>th</sup> Jan. - 26<sup>th</sup> January</u></p> <p><u>SOURCES - The Bible, the special book for the Church</u></p> <p>Citizenship Fortnight</p> <p>8th January - 19th January</p> <p>School Mass: Citizenship Mass 19th January</p>	<p><b>Year 6 - UNITY -</b>          Eucharist enabling people to live in communion</p> <p><u>29<sup>th</sup> Jan- 1<sup>st</sup> March</u>  <u>Belonging &amp; Values</u></p>	<p><u>Eucharist</u></p> <p>5th Feb-3rd March</p> <p><u>UNITY - Eucharist enabling people to live in communion</u></p>	<p><u>Lent/Easter</u></p> <p>4th Mar - 19th April</p> <p><u>DEATH &amp; NEW LIFE - Celebrating Jesus' death and resurrection</u></p> <p>Reconciliation Service: Celebrated in school date TBC</p>
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<b>SUMMER</b>	<u>Pentecost</u> <u>22<sup>nd</sup> April - 17<sup>th</sup> May</u>  <u>WITNESSES - The Holy Spirit enables people to become witnesses</u>		<u>Reconciliation/Anointing of the sick</u> <u>20<sup>th</sup> May- 14<sup>th</sup> June</u>  <u>HEALING - Sacrament of the Sick</u>	<u>RSHE(Ten Ten)</u> <u>17<sup>th</sup> June - 21<sup>st</sup> June</u>  <u>The wonder of God's love in creating new life</u>  School Mass: Ascension Thursday 9th May	<u>Universal Church</u> <u>24<sup>th</sup> June- End of Term</u>  <i>This could possibly be switched with the Universal Church Topic, depending on the topic for Citizenship Weeks</i>  <b>Year 6 - COMMON GOOD</b> - Work of the worldwide Christian family  <u>School Mass: St Peter &amp; Paul and International Day Mass</u> <u>4<sup>th</sup> July</u> <u>School Mass: End of Year 18<sup>th</sup> July</u>	
	<b>Science</b>	<u>Light</u>	<u>Electricity</u> Extended writing Instructions text on How to make a circuit	<u>Classifying living things</u> (Living things and their habitats)	<u>Evolution and inheritance.</u> Trip: Natural History Museum  <u>Retrieval Practice</u> Evolution and inheritance - 'The Power Paragraph' Immediately after the final lesson, children should write for 3 minutes about it. It doesn't matter if it is in a logical order or what the spelling or punctuation is like. It is pure retrieval practice, designed specifically to enable children to build confidence in getting the knowledge in	<u>Animals including humans.</u>  (Animals including humans)  Extended writing Explanation How the human heart works.



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				their head down on paper.		
<b>Computing</b>	<p><b>Year 6</b>  <b>Computing systems and networks - Communication and collaboration</b>  Learners explore how data is transferred over the internet. Initially focusing on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they</p>	<p><b>Year 6</b>  <b>Creating media</b>  <b>Web pages creation</b>  This unit progresses students' knowledge and understanding of the following: digital writing, digital painting, desktop publishing, digital photography, photo editing, and vector drawing.</p>	<p><b>Year 6</b>  <b>Programming A</b>  <b>Variables in games</b></p> <p>This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, learners</p>	<p><b>Year 6</b>  <b>Data and information</b>  <b>Spreadsheets</b></p> <p>This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by</p>	<p><b>Summer 1</b></p> <p><b>Year 6 -</b>  <b>Creating media - 3D Modelling</b>  Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.</p> <p>which enables learner accounts to be created and the website accessed with a class code. for setting up class, visit</p>	





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	<p>complete shared projects online and evaluate different methods of communication. They learn how to communicate responsibly, considering what should and should not be shared.</p>		<p>experiment with variables in an existing project, then modify them, before they create their own project. In Lesson 4, learners focus on design. Finally, in Lesson 6, learners apply their knowledge of variables and design to improve their games in Scratch.</p>	<p>duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts, and evaluate their results in comparison to questions asked.</p>	<p><a href="https://www.tinkercad.com/teach">https://www.tinkercad.com/teach</a>.</p> <p><b>Summer 2</b></p> <p><b>Year 6</b></p> <p><b>Programming B - Sensing movement</b></p> <p>This unit brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 - 'Programming A'). It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit</p>
<p><b>Art</b></p>	<p><b>LO: To use charcoal to create atmosphere.</b></p> <p>*English link: work based on 'The Soldier in the Trees'</p> <p>*Chn explore use of charcoal in sketchbooks - hard marks, light marks, 'smudging' - see <a href="https://www.youtube.com/watch?v=GRT5UueyjQE">https://www.youtube.com/watch?v=GRT5UueyjQE</a> (from 4 mins in).</p> <p>*Chn use a variety of techniques to create their scene of the soldier in the woods</p> <p>*Assessment - chn to discuss why their</p>	<p><b>LO: To make informed choices about media to use.</b></p> <p>*English link</p> <p>*Discuss Will's description of the city of London, and draw in the children's experiences of large cities or towns. Use the Museum of London Picture bank to access paintings of London in the Tudor period, to give children a sense of what London looked like at that time.</p> <p>*Explain to chn that they have been commissioned to create an illustration of Tudor London to be included in the next edition of the book. Show chn various media</p>	<p><b>Black History</b></p> <p>Use collage or sculpture to represent culture of study.</p> <p><b>International</b></p> <p>Use paint to represent culture of study</p>		



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	<p>techniques are effective and why black and white is effective to create atmosphere in this work. To summarise their reflections in red pen in their sketchbooks.</p>	<p>possible to use and allow them to discuss what would be best and why - challenge chn to draw on experiences using various media throughout their time at school (pencil, water colours, poster paint, pastel, charcoal, ... )</p> <p>*Chn use their chosen media to plan and create their illustration.</p> <p>*Allow time to assess effectiveness of choice of media. What can we learn for when we create art as part our International Studies....?</p>	
<p><b>History</b></p>	<p><u>Black History:</u></p> <p>The Windrush</p>	<p><u>The Blitz &amp; World War II</u></p> <p>This unit provides children with the opportunity to look at the Second World War as an aspect of British history that extends pupils' chronological knowledge beyond 1066.</p> <p>This 8-part enquiry is usable in full or to use sections of as stand alone shorter enquiries. Pupils will be encouraged to examine different aspects of World War II including the Blitz and to make judgements.</p> <p><b>Writing: diary/letter</b></p>	<p><b><u>Retrieval Practice</u></b></p> <p>The Power Paragraph' Immediately after the final lesson, children should write for 3 minutes about it. s- As an initial task, try displaying a picture of something that relates to a previously-taught topic. Alongside this, have a small number of question prompts that encourage children to think back and recall knowledge. These two or three questions can be based on fact retrieval, chronological order, similarities and differences or related processes. The more open-ended the question, the wider the range of retrieved knowledge they will elicit.</p> <p><b><u>Journeys: the story of migration to Britain</u></b></p> <p>a thematic course looking at the big picture of migration to Britain over time. There are many ways that the course can be adapted</p>



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			to include different content which may be more relevant for the local community around your school. Most of the content described in the scheme of work can be found in the book <i>Journeys: The Story of Migration to Britain</i> by Dan Lyndon-Cohen, written for primary schools.
<b>Geography</b>	<p><b><u>Earth Matters - Climate Zones and Biomes</u></b></p> <p><b><u>(Geographical skills and fieldwork)</u></b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.</p>	<p><b><u>Compare People and Place</u></b></p> <p><b><u>(Locational Knowledge)</u></b></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the</p>	<p><b><u>Retrieval Practice</u></b></p> <p>Asking Pupils to 'Speak like an Expert' - talk to your partner for two minutes about Compare People and Place (Locational Knowledge)</p> <p><b><u>International Studies</u></b></p> <p><b><u>(Place Knowledge)</u></b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p><b>Writing:</b></p> <p><b>Non-Chronological Report</b></p>



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	Use maps, charts etc. to support decision making about the location of places e.g. new bypass.  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.		distribution of natural resources including energy, food, minerals and water			
<b>PE</b>	Keep Fit	Dance	Gymnastics	Striking and Fielding	Games	Striking and Fielding
<b>PSHE</b>  <b>Growth Mindset</b>	<b>Citizenship</b>  TFL Talks  Mission Statement	<b>Anti- bullying</b>  Anti- bullying week	<b>Internet Safety</b>	<b>Health and Drugs</b>  Animals including Humans (Science)	<b>Relationships</b>  Fair Play House  Health & Safety	<b>International Cultures</b>  International Week
<b>MFL French</b>	<u>On Holiday</u>  More countries  Holiday accommodation	<u>On Holiday</u>  <ul style="list-style-type: none"> <li>Vocabulary associated with the zoo, beach and theme park</li> <li>Using the perfect past tense</li> </ul>	<u>Eating Out</u>  <ul style="list-style-type: none"> <li>Asking for items in a shop or restaurant</li> <li>Asking how much things cost</li> </ul> <b>Retrieval Practice</b> Do you still remember...?" - recap previous lesson vocabulary	<u>Eating Out</u>  <ul style="list-style-type: none"> <li>Some basic weights</li> <li>How to order for others in a restaurant</li> </ul>	<u>Eating Out</u>  <ul style="list-style-type: none"> <li>Some basic weights</li> <li>How to order for others in a restaurant</li> </ul>	<u>Hobbies</u>  <ul style="list-style-type: none"> <li>Saying what musical instruments they play</li> <li>Talking about different types of film</li> </ul>
<b>Music</b>	<u>Happy</u>  <u>Being happy!</u>  MAV: Step 1, Warm	<u>A New Year Carol*</u>  Benjamin Britten's music and cover versions.	<u>Classroom Jazz 2*</u> <u>Jazz, improvisation and composition.</u>  MAV: Step 4, Perform the	<u>You've Got A Friend</u>  The music of Carole King.  MAV: Focus on group,	<u>Music And Me</u>  Create your own music inspired by your identity	<u>Reflect, Rewind and Replay</u>  The history of music, look back and



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<p>Year 6</p> <p>Charanga Curriculum Units</p>	<p>Up Games - start with bronze, then silver and gold if possible. Showing chn's awareness of rhythm and pitch</p>	<p>MAV: Focus on group and part singing - Christmas preparation.</p>	<p>Piece - Meet the Blues. NB - Will need to complete the composition exercise in Step 4 first.</p>	<p>individual and part singing - Easter performance</p>	<p>and women in the music industry.</p> <p>MAV: Listen to the four pieces by female artists with the chn, allow chn to choose one piece to focus on and use tools to create music.</p>	<p>consolidate your learning, learn some of the language of music</p>
<p>DT</p>		<p><b>Mechanical systems</b> <u>Focus:</u> <b>Pulleys or Gears</b> Children can design, make and evaluate a moving picture of the 3 Wise men as they followed the star</p>		<p><b>Textiles</b> <u>Focus</u> <b>Combining different fabric shapes</b>  Belt for Air Raid Warden</p>		<p><b>Food</b> <u>Focus</u> <b>Celebrating culture and seasonality</b></p>