

Y6 CURRICULUM MAP 2022-23

Year 6		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Art	KNOWLEDGE	Focus - Work in Clay. This unit is rotational.	Still Life work	Narrative Art in the form of printing. Looking at Greek Myths for inspiration, listening to BBC short radio plays for pupils to respond to.	Painting Great Art	Pattern From Around the World	Manga Mania
	SKILLS	Sculpture To be creative Art vocabulary	Basic Drawing and painting Skills Form, Tone, Colour theory	Visualise imagery, printing	Exploring various artists' drawing and painting styles. Develop knowledge about art movements.	Sampling Pattern Work Experimenting with designs Exploring pattern Analysing Packaging Design	Distinctive genre, as a discipline/way of drawing.
Food and Nutrition	KNOWLEDGE	The basics in food safety and hygiene. Introduction of key skills	Basic practical to ensure safe use of equipment	Introduction to the Eatwell Guide Fruit and vegetable preparation	Sensory analysis and taste testing	Food choice and provenance	Practical incorporating more than 1 skill or element
	SKILLS	Weigh and measure Washing up	Using an oven. Using a hob. Using a grill.	Bridge/claw technique. Blending.	Describe the sensory characteristics using the correct sensory descriptors	Boiling Simmering	Demonstrate a variety of skills

Computing	KNOWLEDGE	Theoretical Fundamentals.	E-Safety Project.		Minecraft Project.		Theoretical Fundamentals
	SKILLS	<i>Research. Software collaboration. Real life applications. Computational thinking. Application of knowledge.</i>	<i>Planning. Graphical skills. Presentation skills. Use of export and import of media. Independence. Deadlines. Reinforce existing knowledge. Computational thinking.</i>		<i>Collaboration. Media. Product design and research. Multiple uses of software. Independence. Deadlines. Links to careers. Computational thinking.</i>		<i>Research. Software collaboration. Real life applications. Computational thinking. Progressive knowledge. Application of knowledge.</i>
English	KNOWLEDGE	<i>Unit 1 Hero's Journey Race to the Frozen North 1 week to settle and establish reading and spelling ages 7 Weeks</i>	<i>Unit 2 Eye of the Wolf 7 weeks 1 week to complete assessments.</i>	<i>Unit 3 Near and Far Poetry Anthology 5 weeks</i>	<i>Unit 4 The Garden of the Absurd Non-fiction unit with Jabberwocky and Alice 8 weeks</i>	<i>Unit 5 The Art of Writing: Ghost story genre and writing Based on Jean Rhys story Memoirs: A Child's Christmas in Wales/ I am Malala/Malala's Pencil/Boy 8 weeks</i>	<i>Unit 6 As You Like It. Theme focus as per NC guidance. 4 Week</i>
	SKILLS	<i>Reading Skills – inference prediction retrieval questioning visualising Inference Focus on the art of the sentence. Quigley's sentence work.</i>	<i>Reading Skills – comprehension inference Retrieval Questioning SPaG Focus on the art of the sentence. Punctuation from meaning and impact.</i>	<i>Reading Skills – inference retrieval comprehension questioning Focus on the art of the sentence. Homophones there/their/they're here/hear see/sea</i>	<i>Reading Skills – developing reading style questions based in the texts. Looking at the humour and the absurd – developing analytical thinking and</i>	<i>Reading as writers and writing as readers. Reading Skills SPaG Writing Confidence Focus on the art of the sentence.</i>	<i>Exploring text in context. Exploring themes of friendship, loyalty and kingship. Drama based learning to develop analysis and performance.</i>

		<p><i>Vocabulary and sentence work and spelling.</i></p> <p><i>Vowel clusters – home learning booklets and in class</i></p> <p><i>Plural noun endings (no apostrophes)</i> s es ves</p> <p><i>Doubling consonants based on knowledge of spilt vowel digraphs.</i></p> <p><i>ROI & 2</i> <i>WO 1, 2 & 4</i> <i>S&L 1</i></p>	<p><i>Mighty Morphemes –</i></p> <p><i>Root Races</i></p> <p><i>Word Trees</i></p> <p><i>Making morphemes visible</i></p> <p><i>Word building</i></p> <p><i>ROI, 2 & 3</i> <i>WO 1,2 & 4</i> <i>S&L 1</i></p>	<p><i>bare/bear</i> <i>one/won</i> <i>sun/son</i> <i>to/too/two</i> <i>be/bee</i> <i>blue/blew</i> <i>night/knight</i> <i>aisle/isle</i> <i>aloud/allowed</i> <i>altar/alter</i> <i>ascent/assent</i> <i>bridal/bridle</i> <i>cereal/serial</i> <i>practice/practise</i> <i>farther/father</i> <i>guessed/guest</i> <i>heard/herd</i> <i>morning/mourning</i> <i>past/passed</i> <i>descent/dissent</i> <i>draft/draught</i> <i>principal/principle</i> <i>profit/prophet</i> <i>stationary/stationery</i> <i>steal/steel</i> <i>who's/whose</i></p> <p><i>ROI 1,2 & 4</i> <i>WO 1, 2, 3 & 4</i> <i>S&L1</i></p>	<p><i>comments using textual evidence.</i></p> <p><i>Oral performances – learning off by heart.</i></p> <p><i>SPaG</i></p> <p><i>Writing</i></p> <p><i>Confidence</i></p> <p><i>SAT Preparation</i></p> <p><i>Tricky words and Year 5 & 6 words.</i></p> <p><i>ROI 1, 2 & 3</i> <i>S&L1</i> <i>WO1, 2, 3 & 4</i></p>	<p><i>Consolidating spelling patterns based on group misconceptions and gaps.</i></p> <p><i>ROI,2 & 4</i> <i>S&L1</i> <i>WO 1, 2, 3 & 4</i></p>	<p><i>Consolidating spelling patterns based on group misconceptions and gaps.</i></p> <p><i>ROI,2 & 3</i> <i>WO 1, 2 & 4</i> <i>S&L1</i></p>
<p><i>French</i></p>	<p><i>KNOWLEDGE</i></p>	<p><i>In the context of ‘Je me présente’ :</i></p> <p><i>Greetings, introductions, numbers and age</i></p> <p><i>Simple classroom instructions and use of the target language, classroom objects</i></p> <p><i>Days of the week</i></p> <p><i>Months of the year</i></p> <p><i>Birthdays</i></p> <p><i>Colours</i></p>	<p><i>In the context of ‘Où j’habite’ :</i></p> <p><i>Asking and describing where you live</i></p> <p><i>Finding out about France and Francophone countries</i></p> <p><i>Talking about home and rooms of the house</i></p> <p><i>Saying where things are.</i></p>	<p><i>In the context of ‘Moi et ma famille’:</i></p> <p><i>Talking about family members</i></p> <p><i>Describing animals/pets.</i></p> <p><i>Physical descriptions</i></p> <p><i>Personality</i></p> <p><i>Talking about likes and dislikes</i></p> <p><i>Talking about other people’s families.</i></p>			

	SKILLS	<p><i>Listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary, in the context of basic conversational skills and use of everyday target language and classroom language</i></p> <ul style="list-style-type: none"> - <i>key verbs in the first and second person of the singular.</i> - <i>key phrases to write and communicate in full short sentences.</i> - <i>use of colour and understanding of its place in the sentence.</i> - <i>Use of the target language and focus on phonics.</i> 	<p><i>Listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary, in the context of where we live, our environment, our home and our house.</i></p> <ul style="list-style-type: none"> - <i>key verbs in the first and second person of the singular.</i> - <i>understanding of all subject pronouns with a regular er verb: habiter.</i> - <i>understanding of prepositions and when to use à, en and dans with places.</i> - <i>key phrases to write and communicate in full sentences, extended with qui s'appelle.</i> - <i>use of colour, size and adjective expressing opinions, and understanding of its place in the sentence.</i> 	<p><i>Listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary, in the context of our family and animals.</i></p> <ul style="list-style-type: none"> - <i>possessive adjectives: mon/ ma /mes / ton / ta /tes + family members, pets.</i> - <i>consolidation of the verbs of être and avoir with all pronouns.</i> - <i>Plural forms (nouns and adjectives)</i> - <i>Adjectival agreement: feminine / masculine and plural. (colours/ size and adjectives of personality)</i> 	
Geography	KNOWLEDGE	Maps and map work 1	Maps and map work 2	The local and global environment	Water and Rivers
	SKILLS	<p><i>Use of atlases</i> <i>Use of maps</i></p>	<p><i>Use of OS maps</i> <i>OS symbols</i> <i>OS grid references</i> <i>Using keys and scale</i> <i>Use eight-point directions</i></p>	<p><i>Locational knowledge</i> <i>Describing in detail</i> <i>Using and drawing maps</i> <i>Drawing graphs and using data</i> <i>Causes and effects</i></p>	<p><i>Use of maps/atlas</i> <i>Write in detail</i></p>
History	KNOWLEDGE	What is history?	Life, achievements and legacy of the ancient Greeks		History: A chronology from the Egyptians to World War Two (recall history curriculum KS1 and KS2)
	SKILLS	<ul style="list-style-type: none"> • Chronology (counting years, time period sequencing, drawing a 	<ul style="list-style-type: none"> • Cause and consequence (were the Greeks good at fighting?) • Similarity and difference within a time period (comparing Athens and Sparta) • Similarity and difference across time periods (comparing ancient Greek education to education today) 	<ul style="list-style-type: none"> • Change and continuity (comparing Anglo-Saxons to the Vikings) • Interpretation (consider were the Maya marvellous?) 	

		<p><i>timeline to scale)</i></p> <ul style="list-style-type: none"> • Using evidence (<i>writing an account of the Tollund Man using primary and secondary evidence</i>) 					
Mathematics	UNIT	<ul style="list-style-type: none"> • Number: Place Value • Number: Four Operations (+/-) • Number: Four Operations (Factors, Multiples and Primes) • Number: Four Operations (x/÷) • Number: Four Operations (Application) 	<ul style="list-style-type: none"> • Number: Fractions (Manipulating) • Number: Fractions (Calculating) • Geometry: Position and Direction 	<ul style="list-style-type: none"> • Number: Decimals • Number: Percentages • Measurement: Converting Units 	<ul style="list-style-type: none"> • Measurement: Perimeter, Area and Volume • Geometry: Properties of 2D shape 	<ul style="list-style-type: none"> • Geometry: Properties of 3D shape • Statistics 	<ul style="list-style-type: none"> • Number: Ratio • Number: Algebra • Consolidation
	KNOWLEDGE	<p>Know the place values headings up to ten million.</p> <p>Know that a prime number is an integer with exactly two factors.</p> <p>Know the first 12 square numbers.</p>	<p>Know, and quickly recall, multiplication (and related division facts) up to 12 x 12.</p> <p>Know the difference between proper fractions, improper fractions and mixed numbers.</p> <p>Know the conventions for a 2D coordinate grid.</p>	<p>Know percentage and decimal equivalents for fractions with a denominator of 2, 3, 4, 5, 8 and 10.</p> <p>Know that percentage means 'out of 100'.</p> <p>Know adjacent measurement facts involving metric units of length, mass, capacity and time.</p>	<p>Know that the area of a triangle = $\frac{1}{2} \times \text{base} \times \text{height}$.</p> <p>Know that the area of a parallelogram = $\text{base} \times \text{perpendicular height}$.</p> <p>Know that volume is measured in cubes.</p>	<p>Know the names of common 3D shapes.</p> <p>Know the names of parts of a circle.</p> <p>Know that the diameter of a circle is twice the radius.</p> <p>Know that mean = $\frac{\text{sum of data}}{\text{number of pieces of data}}$.</p>	<p>Know that the : symbol is used to represent a ratio.</p> <p>Know that a letter can be used to represent a variable.</p>

					<p><i>Know that volume of cuboid = length \times width \times height.</i></p> <p><i>Know that vertically opposite angles are equal.</i></p> <p><i>Know the angle facts for angles in a triangle, at a point and on a straight line.</i></p> <p><i>Know the names of the special triangles and quadrilaterals.</i></p>	
	<i>SKILLS</i>	<p><i>Read, write and order numbers up to ten million.</i></p> <p><i>Use formal written methods for addition and subtraction of whole numbers with four or more digits.</i></p> <p><i>Identify prime numbers up to 100.</i></p> <p><i>Use a formal written division method to divide numbers up to four digits by a two-digit number.</i></p> <p><i>Understand and use the order of</i></p>	<p><i>Write a fraction in its lowest terms by cancelling common factors.</i></p> <p><i>Add and subtract fractions and mixed numbers with different denominators.</i></p> <p><i>Multiply pairs of fractions in simple cases.</i></p> <p><i>Use coordinates in all four quadrants.</i></p>	<p><i>Use simple formulae expressed in words.</i></p> <p><i>Multiply and divide numbers with up to three decimal places by 10, 100, and 1000.</i></p> <p><i>Find percentages of quantities.</i></p> <p><i>Convert between units of metric measure for length, mass, capacity and time e.g. cm to m, kg to g, hours to mins.</i></p>	<p><i>Calculate the area and perimeter of rectangles, triangles and parallelograms.</i></p> <p><i>Calculate the volume of cubes and cuboids.</i></p> <p><i>Solve missing angle problems involving triangles, quadrilaterals, angles at a point and angles on a straight line.</i></p>	<p><i>Classify 3D shapes including cylinders, cones, spheres, prisms and pyramids.</i></p> <p><i>Calculate and interpret the mean as an average of a set of discrete data.</i></p>

		<i>operations including brackets.</i>					
PE Girls (Competent)	UNIT	<i>Invasion Games</i>	<i>Gym and Dance Invasion Games</i>	<i>Net/Wall Games Invasion Games</i>	<i>Net/Wall Games Invasion Games</i>	<i>Athletic Activities</i>	<i>Striking and Fielding Net/wall games</i>
	KNOWLEDGE	<i>Outwitting an opponent, development and replication of skills, making and applying decisions, development of performance, evaluating and improving.</i>	<i>Development and replication of skills, evaluating and improving, development of performance.</i> <i>Outwitting an opponent, development and replication of skills, making and applying decisions, development of performance, evaluating and improving.</i>	<i>Outwitting an opponent, development and replication of skills, making and applying decisions, evaluating and improving, development of performance.</i>	<i>Outwitting an opponent, development and replication of skills, making and applying decisions, development of performance, evaluating and improving.</i>	<i>Developing physical and mental capacity, problem solving, making informed choices about healthy, active lifestyle, development of performance.</i>	<i>Outwitting an opponent, development and replication of skills, making and applying decisions, development of performance, evaluating and improving.</i>
	SKILLS	<i>Acquire basic skills – send, receive, phase 1 defending. Knowledge of positions and rules.</i>	<i>Pairs balance and counter balance sequence on floor. Match/mirror. Cannon / unison.</i> <i>Acquire basic skills – pass, dribble, control, tackle. Concepts of attack and defence. Positions and rules.</i>	<i>Acquire basic badminton skills – grip, serve, rally, rules. 3 shot rally.</i> <i>Acquire basic rugby skills – pass, receive, tagging, defending, beating a defender</i>	<i>Acquire basic groundstrokes from hand feed and racket feed, short rally, shot selection.</i> <i>Acquire basic hockey skills – send, receive, dribble, tackle</i>	<i>Acquire correct running / sprinting technique – posture, knee drive, lip to hip, still head. Basic relay changeover.</i>	<i>Technique of throwing and catching over short distances. Stopping and fielding the ball on the floor. Making contact with the ball when batting. Learning and remembering basic rules. Develop groundstrokes from hand feed and racket feed, short rally, shot selection. Basic overarm serve.</i>

PE Boys (Competent)	<i>UNIT</i>	<i>Invasion Games (Variety)</i>	<i>Net/Wall and Invasion Games</i>	<i>Gym and Indoor Athletics Invasion Games</i>	<i>Invasion Games and Net/Wall games</i>	<i>Athletic Activities and Net/Wall</i>	<i>Striking and Fielding</i>
	<i>KNOWLEDGE</i>	<p><i>Outwitting an opponent, development and replication of skills, making and applying decisions, development of performance, evaluating and improving.</i></p> <p><i>Football (Invasion) Rugby (Invasion) Cross Country 1000m run</i></p> <p><i>Vocabulary related to units of work</i></p>	<p><i>Development and replication of skills, evaluating and improving, development of performance.</i></p> <p><i>Outwitting an opponent, development and replication of skills, making and applying decisions, development of performance, evaluating and improving.</i></p> <p><i>Hockey (Invasion) Badminton (Net/Wall) Bleep Test & Cross Country Vocabulary related to unit of work</i></p>	<p><i>Development and replication of skills, evaluating and improving, development of performance.</i></p> <p><i>Outwitting an opponent, development and replication of skills, making and applying decisions, development of performance, evaluating and improving.</i></p> <p><i>Types of fitness Bleep Test Indoor Athletics (Athletic) Handball (Invasion)</i></p> <p><i>Vocabulary related to units of work</i></p>	<p><i>Outwitting an opponent, development and replication of skills, making and applying decisions, development of performance, evaluating and improving.</i></p> <p><i>Basketball (Invasion) Short Tennis (Net/Wall) Cross Country 1500m (Individual Athletic) – extended run</i></p> <p><i>Vocabulary related to unit of work</i></p>	<p><i>Developing physical and mental capacity, problem solving, making informed choices about healthy, active lifestyle, development of performance.</i></p> <p><i>Athletics (Individual Athletic) 100m, 200m, 800m Ball Throw Long Jump</i></p> <p><i>Tennis (Net/Wall)</i></p> <p><i>Vocabulary related to unit of work</i></p>	<p><i>Outwitting an opponent, development and replication of skills, making and applying decisions, development of performance, evaluating and improving.</i></p> <p><i>Softball (Striking & Fielding) Cricket (Striking & Fielding) Bleep Test & 100m run</i></p> <p><i>Vocabulary related to units of work</i></p>
	<i>SKILLS</i>	<p><i>Warming Up Techniques Acquire basic skills of passing & dribbling Cardiovascular fitness and stamina (1000m run)</i></p>	<p><i>Leading their own warm-ups in pairs & fours Passing & Dribbling 1 – 2s Principles of attack and defence.</i></p>	<p><i>Leading larger group warm-ups of up to 6-8 people. Applying types of fitness to various activities. Shuttle running</i></p>		<p><i>Rules and requirements of athletic events Sprint Starts and Relay Change overs.</i></p>	<p><i>Fielding skills and basic game format principles Striking and Fielding tactics as a bowler and batsman. Bowling technique and basic batting shots.</i></p>

		<i>Developing Physical and Mental Capacity Making and Applying Decisions. Knowledge of rules.</i>	<i>Acquire basic badminton skills – grip, serve, rally, rules. 3 shot rally. Acquire basic hockey skills – send, receive, dribble, tackle Making and Applying Decisions.</i>	<i>Wall Blocking, Intercepting and defending. Developing Physical and Mental Capacity</i>		<i>Forehand and Backhand shots & Volleying. Replication of Key Skills.</i>	<i>Basic tactics and awareness in gameplay. Outwitting Opponents</i>
PSHE	KNOWLEDGE	Developing Learning Skills Personal Identity	Relationships and Sex Education Learning about families and family relationships	Relationships and Sex Education Growing up and changing Positive, healthy relationships	Mental and emotional health	Anti-social behaviour and the role of the police and the law	Financial wellbeing Managing risk
	SKILLS <i>Discussion and communication skills to be improved throughout PSHE curriculum</i>	<i>Literacy Goal setting Skills to support learning Adaptability and organisation skills Self-awareness Self-improvement, self-regulation including promotion of a positive, growth-mind-set and managing strong emotions and impulses; empathy and compassion; enterprise skills and attributes including aspiration, creativity, goal setting,</i>	<i>Learning how to discuss sensitive topics with confidence Self-improvement (including constructive self-reflection, utilising constructive feedback and effective goal setting). Empathy and compassion (including impact on decision-making behaviour).</i>	<i>Self-improvement, constructive self-reflection, empathy and compassion, decision making – using these skills to build and maintain healthy relationships.</i>	<i>Developing and maintaining healthy self-concept, self-worth, empathy and compassion, knowing where to seek help.</i>	<i>Analysis, separating fact and reasoned argument from rumour, clarifying own values including their origins and re-evaluating them, empathy and compassion, accessing help and support, respecting others right to their own beliefs and values, managing peer influence and evaluating perceived social</i>	<i>Making decisions Identifying, assessment and management of positive and negative risk, self-regulation</i>

		<i>identifying opportunities taking positive risks; self-organisation including time management.</i>				<i>norms. Formulating questions to assess the value of information.</i>	
RE	KNOWLEDGE	What are worldviews? Our personal worldviews Religion and Belief – overview of major world religions Humanism – an introduction	Research the Big 6 – major world religions	Islam – where it fits in our world today Five pillars of Islam Islam – Hajj – what is pilgrimage and why is it so important? Extended writing	Sikhi – exploring the religion of Siki (including why this has recently changed)	Philosophy – asking the big questions Where does our understanding come from? What influences it?	Spirited Arts – national competition (linking all topics covered throughout Yr 6)
	SKILLS	<i>Numeracy skills – interpretation of numbers (analysis) Discussion Empathy</i>	<i>Research skills Empathy Understanding the basics (using retrieval quizzes) Literacy link – instructional writing</i>	<i>Challenging misconceptions Using the media as sources Interpreting stories Empathy and reflection Literacy link – newspaper writing Empathy Reflection Exploring other faiths through links with believers</i>	<i>Research skills Interpreting data Investigating real stories Empathy Discussion/debate</i>	<i>Investigating and interpreting Empathy Discussion/debate</i>	<i>Application of knowledge built up this year Reflection of annual learning through creation of artwork Exploring creativity Literacy link – writing gallery description</i>
Science	KNOWLEDGE	<i>Each area of study rotates throughout the year.</i>					
		Electricity (Changing Circuits) Light (Seeing Light) Animals Including Humans (Healthy Bodies)		The particulate nature of matter Evolution and Inheritance		Space Living things and Their Habitats (Classifying Organisms)	

	<p>SKILLS</p>	<p><i>Safety and Skills – identifying hazards and risk, plan experiments including variables, selecting appropriate formats to display (bar charts and line graphs), writing conclusions, using appropriate equipment to make measurements, using prior knowledge to make predictions, calculating mean averages.</i></p> <p><i>Animals including humans – interleaving planning investigations including variable and equipment, observation skills during dissection, modelling, reading for understanding, communication skills (PowerPoints and presentations).</i></p> <p><i>Evolution and inheritance – taking measurements, selecting appropriate information from secondary sources, accurate observations, including repeated measurements, calculating mean averages and rounding whole numbers, sequencing.</i></p> <p><i>Living things – writing an overview, developing questions, comparing and contrasting, creating flow charts and keys, use of Venn diagrams.</i></p> <p><i>Light – Using secondary sources, using protractors, plotting and interpreting line graphs, drawing accurate diagrams, measuring distance and size, using models and simulation (to understand abstract ideas).</i></p> <p><i>Electricity – presenting and interpreting data as bar charts and line graphs, calculating mean averages, using models and simulations, problem solving/fault finding.</i></p> <p><i>Particulate nature of matter - plan experiments including variables, selecting appropriate formats to display (bar charts and line graphs), writing conclusions, using appropriate equipment to make measurements, using prior knowledge to make predictions, calculating mean averages, how results from investigations can be evaluated in terms of repeatability, reproducibility and accuracy, drawing conclusions, use of measurement equipment accurately and precisely, consistency of results, collaboration and discussion, use of secondary sources.</i></p> <p><i>Space – presentation and communication of ideas, measurements and use of numbers for different distances and times, analysis of data to find patterns, calculating ratios and scale factors, paired and group discussions, planning investigations, writing reports.</i></p>					
<p>Music</p>	<p>KNOWLEDGE</p>	<p><u>Read It: Rhythm Notation</u> <i>Understanding about motifs, the difference of performance and composition and how music can be organised. Musical</i></p>	<p><u>Read It: Pitch Notation</u> <i>The sounds of pitch notes. Rhythm and pitch notation. An awareness of different voice parts, vocal</i></p>	<p><u>Popular Music: Keyboard Skills</u> <i>Pitch and rhythm notation. Performing on classroom keyboard. Recap different voice parts in listening.</i></p>	<p><u>Musical Traditions: Folk Music</u> <i>Pitch and rhythm notation. Understand the textural layers and structure in Folk Music.</i></p>	<p><u>Programme Music</u> <i>Learn how composers have created programme music/descriptive music.</i></p>	<p><u>Ternary Project</u> <i>Demonstrate understanding of and skills about reading notation, playing an instrument, composing melodies and singing as a class.</i></p>

		<i>notation or sound and silence.</i>	<i>singing styles and groups.</i>		<i>Understand about an accompaniment and the sound of folk musical instruments.</i>	<i>The importance of timbre. How elements of music can be used to represent the characteristics of animals.</i>	
	<i>SKILLS</i>	<i>Perform and compose in a round. Identify musical notes. Create and perform a repeating rhythm patterns on untuned percussion.</i>	<i>Identify some pitch notes. Add duration lengths together. Explore the sound of harmony within songs. Compose own melodic phrases. Identify vocal voices in solo performances and different vocal ensembles.</i>	<i>Identify musical features of pop songs. Identify vocal voices in solo performances and different vocal ensembles. Play a four-bar melodic phrase on the keyboards using correct hand and finger positions. Perform a simple left-hand accompaniment.</i>	<i>Develop keyboard performing. Select suitable musical timbre for given music. Singing a cappella. Use different forms of accompaniments to accompany folk songs in different ways. Identify folk musical instruments by sight and sound.</i>	<i>Perform melodies following musical notation of rhythm and pitch. Identify musical instruments when listening. Sing animal inspired songs as a round, extending vocal range. Create a piece of programme music. Describe music heard using the musical elements.</i>	<i>Performing and composing project based upon Beethoven's 'Ode to Joy'. Perform a song as a class.</i>