



Year 6

National Curriculum coverage



National Curriculum coverage – Year 6



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENQUIRY QUESTION	What would it be like to live in wartime?	How can we learn to live in peace?	How are we connected to Antarctica?	Where do migratory animals travel to and from and why?	Where do we find beauty in Nature?	How would I like to make history?
HARMONY PRINCIPLE	The principle of Adaptation	The principle of Oneness	The principle of Interdependence	The principle of the Cycle	The principle of Health	The principle of Diversity
PRINCIPLE QUESTIONS	Why did life change for people during WW2? How did people have to adapt during WW2? What can we learn from the 'Dig for Victory' and 'Make, Do and Mend' campaigns from WW2?	Why do people fight? How can we live in peace? Why is peace so important to a sustainable future?	How are living things dependent on each other in Antarctica? What are the effects of retreating sea ice on animal populations in Antarctica? How does our use of energy affect life in Antarctica?	How is a migration a cycle? Is the cycle of all animal migrations the same? Do humans migrate? Is this cyclical?	When do we feel connected to Nature? How does our connection with Nature affect our wellbeing? How can we be guardians of Nature?	Who do I most admire in history? What would I like to do to make history? Why should we value diversity when creating change?
SUSTAINABILITY THEME	Food & Farming	Health & Wellbeing	Energy & Climate Change	Cycles & Waste	Biodiversity	Adaptation for the Future
LINK TO SDGs	2 – Zero hunger 12 – Responsible consumption and production	16 – Peace, justice and strong institutions	7 - Affordable and clean energy 13 – Climate Action	14 – Life below water 15 – Life on land	3 - Good health and wellbeing	5 – Gender equality
ENGLISH GENRES	Recounts, Job descriptions, Diary writing, Descriptive narratives, Campaign leaflets	Newspaper reports, Setting descriptions, Poetry, Biographies, Speech writing	Diary writing, Descriptive writing, Voiceovers, Poetry	Adventure stories, Information texts; Biographies	Poetry, Setting descriptions, Adventure stories, Persuasive writing	Diary entries, Narrative writing, Debates, Biographies, Presentations
ENGLISH	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Write legibly, fluently and with increasing speed	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Plan by noting and developing initial ideas, drawing on reading and research where necessary Draft and write by selecting appropriate grammar and vocabulary	Plan by noting and developing initial ideas, drawing on reading and research where necessary Draft and write by selecting appropriate grammar and vocabulary	Plan writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

National Curriculum coverage – Year 6 (continued)



ENGLISH (CONTINUED)	<p>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and other similar writing as models for their own</p> <p>Draft and write by in narratives, describing setting, characters and atmosphere</p> <p>Draft and write by using further organisational and presentational devices to structure text and guide the reader</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Draft and write by précising longer passages</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>Use a thesaurus</p> <p>Draft and write using a wide range of devices to build cohesion within and across paragraphs</p> <p>Draft and write narratives, describing settings and atmosphere</p> <p>Evaluate and edit by assessing the effectiveness of own writing and others' writing</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Draft and write narratives, describing settings and atmosphere</p> <p>Evaluate and edit by assessing the effectiveness of own writing and others' writing</p>	<p>Draft and write selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Plan writing in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Evaluate and edit ensuring the consistent and correct use of tense throughout a piece of writing</p>	<p>Plan by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Draft and write using a wide range of devices to build cohesion within and across paragraphs</p> <p>Draft and write using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Proof-read for spelling and punctuation errors</p>
GPS FOCUS	<p>Use fronted adverbials</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing</p> <p>Use passive verbs to affect presentation of information in a sentence</p> <p>Use semicolons to mark boundaries between independent clauses</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Use expanded noun phrases to convey complicated information concisely</p>	<p>Use hyphens to avoid ambiguity</p> <p>Use dashes to mark boundaries between independent clauses</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Punctuate bullet points consistently</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Use hyphens to avoid ambiguity</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use a colon to introduce a list</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use passive verbs to affect the presentation of information in a sentence</p>

National Curriculum coverage – Year 6 (continued)



GREAT TEXTS	<p><i>Warhorse (illustrated)</i> by Michael Morpurgo</p> <p><i>Rose Blanche</i> by Ian McEwan & Roberto Innocenti</p> <p><i>Please write soon: An unforgettable story of two cousins in World War II</i> by Michael Rosen</p> <p><i>Digging for victory</i> by Cathy Faulkner</p> <p><i>Heroes</i> by David Long</p> <p><i>Letters from the lighthouse</i> by Emma Carroll</p>	<p><i>Poppy field</i> by Michael Morpurgo</p> <p><i>Peace and me</i> by Ali Winter</p> <p><i>Wangari Maathai: The woman who planted millions of trees</i> by Franck Prevot</p> <p><i>Find peace in a poem</i> by Various artists</p> <p><i>Peaceful planet</i> by Anna Claybourne</p> <p><i>Slow down</i> by Rachel Williams</p>	<p><i>Shackleton's journey</i> by William Grill</p> <p><i>Antarctica: The melting continent</i> by Karen Romano Young</p> <p><i>Iceberg</i> by Claire Saxby</p> <p><i>Antarctica: A continent of wonder</i> by Mario Cuesta Hernando</p> <p><i>Ice trap!</i> by Meredith Hooper</p> <p><i>Scientists in the wild: Antarctica</i> by Helen Scales</p>	<p><i>Amazing animal journeys</i> by Chris Packham</p> <p><i>Circle</i> by Jeannie Baker</p> <p><i>Atlas of amazing migrations: A children's illustrated encyclopedia of animal migrations and journeys</i> by Megan Lee</p> <p><i>Tuesday</i> by David Wiesner</p> <p><i>Song for a whale</i> by Lynne Kelly</p>	<p><i>A handful of quiet: Happiness in four pebbles</i> by Thich Nhat Hanh</p> <p><i>Roots of happiness</i> by Susie Dent</p> <p><i>The quiet music of gently falling snow</i> by Jackie Morris</p> <p><i>Bird of the soul</i> by Ilche Lee</p> <p><i>Early islamic civilisation</i> by Izzi Howell</p>	<p><i>The arrival</i> by Shaun Tan</p> <p><i>Rise up: Ordinary kids with extraordinary stories</i> by Amanda Li</p> <p><i>The people awards</i> by Lily Murray</p> <p><i>Children who changed the world</i> by Marcia Williams</p> <p><i>Evolution</i> by Sarah Darwin</p> <p><i>Moth: An evolution story</i> by Isabel Thomas</p>
MATHS	<p>Number and place value Solve number and practical problems that involve numbers up to 10,000,000</p> <p>Number: Addition, subtraction, multiplication and division Solve problems involving addition, subtraction, multiplication and division</p> <p>Ratio and Proportion Solve problems involving the calculation of percentages</p> <p>Measurement Use, read, write and convert between standard units, converting measurements of mass</p> <p>Geometry: Properties of shapes Compare and classify geometric shapes based on their properties and sizes</p>	<p>Number and place value Solve number and practical problems that involve numbers up to 10,000,000</p> <p>Number: Addition, subtraction, multiplication and division Solve problems involving addition, subtraction, multiplication and division</p> <p>Number: Fractions (including decimals and percentages) Solve problems which require answers to be rounded to specified degrees of accuracy; Recall and use equivalences between simple fractions, decimals and percentages in different contexts</p>	<p>Number and place value Use negative numbers in context, and calculate intervals across zero</p> <p>Number: Addition, subtraction, multiplication and division Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication; Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division; Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p> <p>Statistics Interpret and construct pie charts and line graphs and use these to solve problems; Calculate and interpret the mean as an average</p>	<p>Number: Addition, subtraction, multiplication and division solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Number: Fractions (including decimals and percentages) Multiply one-digit numbers with up to two decimal places by whole numbers</p> <p>Measurement 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 unit, and vice versa, using decimal notation to up to three decimal places</p> <p>Convert between miles and kilometres</p>	<p>Number and place value Solve number and practical problems that involve numbers up to 10,000,000</p> <p>Algebra 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</p> <p>Measurement Recognise when it is possible to use formulae for area of shapes (and perimeter)</p>	<p>Number and place value solve number and practical problems</p> <p>Number: Addition, subtraction, multiplication and division Solve problems involving addition, subtraction, multiplication and division</p> <p>Measurement solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p>

National Curriculum coverage – Year 6 (continued)



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">MATHS (CONTINUED)</p>	<p>Statistics Complete, read and interpret information in tables, including timetables (Y5 revision)</p>	<p>Geometry: Position and direction Describe positions on the full coordinate grid</p> <p>Statistics Interpret and construct pie charts and line graphs and use these to solve problems</p>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SCIENCE</p>	<p>Light Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Animals, including humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> <p>RECAP (Y4) Animals, including Humans Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Living things and their habitats Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Living things and their habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences (<i>species within species</i>)</p> <p>Evolution and inheritance Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Living things and their habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p>Evolution and inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HISTORY</p>	<p>Extending pupils' chronological knowledge beyond 1066: WW2/ Battle of Britain</p>	<p>A local history study: Remembrance Day</p>	<p>-</p>	<p>-</p>	<p>Study of non-European civilization: Early Islamic inc. Baghdad</p>	<p>Consolidation of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance with a focus on significant individuals</p>

National Curriculum coverage – Year 6 (continued)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GEOGRAPHY</p>	<p>Locational knowledge locate the world's countries, using maps (to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p style="text-align: center;">-</p>	<p>Locational knowledge identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Human and physical geography physical geography, including: climate zones, biomes and vegetation belts</p>	<p>Locational knowledge identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle</p> <p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p style="text-align: center;">-</p>	<p style="text-align: center;">-</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ART & DESIGN</p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Learn about great artists, architects and designers in history</p>	<p style="text-align: center;">-</p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Create sketchbooks to record observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Learn about great artists, architects and designers in history</p>	<p style="text-align: center;">-</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DT</p>	<p style="text-align: center;">-</p>	<p style="text-align: center;">Design</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p style="text-align: center;">Make</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p style="text-align: center;">-</p>	<p style="text-align: center;">-</p>	<p style="text-align: center;">-</p>	<p style="text-align: center;">-</p>

National Curriculum coverage – Year 6 (continued)



DT (CONTINUED)	<p>Evaluate</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>					
PSHE	<p>Living in the wider world: Shared responsibilities</p> <p>L2. Recognise that there are human rights, that are there to protect everyone</p> <p>Living in the wider world: Communities</p> <p>L10. Learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>Living in the wider world: Media literacy & digital resilience</p> <p>L11. Recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. Assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>	<p>Health and wellbeing: Healthy lifestyles</p> <p>H6. Learn what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. Learn how regular (daily/ weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. Learn about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and the ability to learn</p> <p>Health and wellbeing: Mental Health</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p>	<p>Relationships: Friendships</p> <p>R10. Learn the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. Learn what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>Relationships: Friendships</p> <p>R32. Learn about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>Living in the wider world: Economic wellbeing: Aspirations, work and career</p> <p>L25. Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p>Health and wellbeing: Mental health</p> <p>H24. Learn problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>Health and wellbeing: Ourselves, growing and changing</p> <p>H28. Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. Learn how to manage setbacks/perceived failures, including how to reframe unhelpful thinking</p>	<p>Relationships: Families and close positive relationships</p> <p>R6. Learn that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R8. Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. Learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>Relationships: Friendships</p> <p>R15. Learn strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>Relationships: Safe relationships</p> <p>R27. Learn about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>	<p>Living in the wider world: Economic wellbeing: Aspirations, work and career</p> <p>L26. Learn that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. Learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. Learn about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L31. Identify the kind of job that they might like to do when they are older</p> <p>L32. Recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>

National Curriculum coverage – Year 6 (continued)



PSHE (CONTINUED)

**Living in the wider world:
Media literacy & digital resilience**

L16. Learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

**Health and wellbeing:
Mental Health**

H18. Learn about everyday things that affect feelings and the importance of expressing feelings

H20. Learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H23. Learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

**Health and wellbeing:
Drugs, alcohol and tobacco**

H46. Learn about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48. Learn about why people choose to use or not use drugs (including nicotine, alcohol and medicines)

H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

**Living in the wider world:
Economic wellbeing: Aspirations,
work and career**

L30. Learn about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

Relationships: Safe relationships

R28. Learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. Learn where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

**Relationships:
Respecting self and others**

R31. Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R33. Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. Learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

**Health and wellbeing: Ourselves,
growing and changing**

H35. Learn about the new opportunities and responsibilities that increasing independence may bring

National Curriculum coverage – Year 6 (continued)



MUSIC	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
PE	<p style="text-align: center;">Fitness Training</p> <p>Develop flexibility, strength, technique, control and balance</p>	<p style="text-align: center;">Gymnastics</p> <p>Develop flexibility, strength, technique, control and balance; Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p style="text-align: center;">Dance</p> <p>Perform dances using a range of movement patterns; develop flexibility, strength, technique, control and balance; Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p style="text-align: center;">Rounders</p> <p>Use running, jumping, throwing and catching in isolation and in combination; play competitive games and apply basic principles suitable for attacking and defending</p>	<p style="text-align: center;">Striking and fielding</p> <p>Use running, jumping, throwing and catching in isolation and in combination; play competitive games and apply basic principles suitable for attacking and defending</p>	<p style="text-align: center;">Athletics</p> <p>Use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance</p>
COMPUTING	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>