



CARFIELD PRIMARY SCHOOL

T.E.A.M. - Together Everyone Achieves More

Year Group: 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Real Projects	Made in Meersbrook  Watt's up? 	The Carfield Apprentice  Macbeth	Caribbean Dream  Egglympics 	WORLD WAR 2 	Codebreakers 	Survival of the Fittest  Music Festival 
Hook	Curating gallery in Meersbrook Park Meersbrook Hall, Park, and Gardens. Visit to Millennium Galleries	Christmas festival Entrepreneur visit.	Race Day! Caribbean Dream launch day. Murder Mystery!	Evacuee Theme Day	Scarborough Residential – 15 th June to 19 th June Eden Camp (Scarborough) Steam Train (Scarborough) – Link to World War Two topic Sharing research on class blog/website	Creating cuddly toys (made up creature) Carfield Music Festival
Writing	Book Reviews. Writing Non-Chronological - report to create a fact book about Meersbrook Park. Writing to Entertain – stories with suspense. Writing to Recount – John Ruskin biography. Writing to Entertain – description of your Carfield Creature. Writing to Recount – science investigation write-ups.	Writing to Discuss – should Macbeth murder King Duncan? Writing to Recount – letter from Macbeth to Lady Macbeth recounting meeting the three witches. Writing to Persuade – adverts to persuade people to buy their products. Writing to Entertain – Christmas Carol speech focus.	Writing to Instruct – instructions for how their Egglympic products work. Description of product. Writing to Recount – newspaper article about the Egglympics event. Writing to Discuss – is trade fair? Writing to Persuade – tourist travel brochures persuading people to visit. Writing to Entertain – Death in Paradise murder mystery.	Writing to Explain – ARP leaflets. Writing to Entertain – Blitz poetry. Writing to Entertain – Blitz setting description. Writing to Recount – Three diary extracts from different points of the war (announcement of war, a night in an Anderson Shelter, night before evacuation). Writing to Discuss – should you send children away to be evacuated or not?	SATs Week. Writing to Instruct – instructions to explain how to play the games they have programmed.	Writing to Explain – explanations on how their designed creature is adapted to its environment, and how it adapts to different environmental changes.
Spelling	Personalised Spelling Words and Y5/Y6 Statutory Word List – starting with: rhyme, rhythm, sacrifice, secretary, shoulder Letter string –ough. Homophones.	Personalised Spelling Words and Y5/Y6 Statutory Word List - starting with: signature, sincerely, soldier, stomach, sufficient Words with 'silent' letters Homophones.	Personalised Spelling Words and Y5/Y6 Statutory Word List - starting with: suggest, symbol, system, temperature, thorough Homophones	Personalised Spelling Words and Y5/Y6 Statutory Word List - starting with: twelfth, variety, vegetable, vehicle, yacht Homophones	Personalised Spelling Words and Y5/Y6 Statutory Word List - starting with: muscle, necessary, neighbour, nuisance, occupy Homophones	Personalised Spelling Words and Y5/Y6 Statutory Word List – starting with: occur, opportunity, parliament, persuade, physical Homophones
Reading	Boy – Roald Dahl (biography) Skellig – David Almond (fiction) Holes – Louis Sacher (narrative) The Lost Words – Jackie Morris (poetry – linked to Meersbrook Park curation)	Harry Potter and the Cursed Child – JK Rowling (play script) The Wonderful Wizard of Oz – Frank Baum (fiction) Tell Me No Lies – Malorie Blackman (fiction)	Horrible Science (Non-fiction, explanation) Refugee Boy – Benjamin Zephaniah (fiction) Murder Most Unladylike – Robin Stevens (fiction)	Eagle in the Snow – Michael Morpurgo (fiction) The Demon Headmaster – Gillian Cross (fiction) Horrible Histories (Non-fiction, explanation)	Stormbreaker – Anthony Horowitz (non-fiction) Pog – Padraig Kenny (Fiction)	The Wind In The Willows – Kenneth Grahame (fiction) The Lion, The Witch and The Wardrobe - CS Lewis (fiction)
Maths	Place Value Multiplication Division	Fractions Reasoning Coordinates, shape, and space	Fractions Decimals Percentages	Algebra Sequences Missing Numbers	Revision Reasoning Puzzles and Problem Solving	Revision Reasoning Puzzles and Problem Solving



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	Reasoning		Area Perimeter Reasoning	Time Timetables Graphs Reasoning	Data Handling project (pie chart, graphs, data analysis)	
Computing	<p>How do I use Scratch as a game designer?</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>How do I use a computer as a designer?</p> <p>-Creating logos for company -Creating posters on ipads</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</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>How do I build complex physical systems using Flowal?</p> <p>-Testing different ideas for Eggylympics topic</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</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 word processing skills and researching.</p> <p>Use search technologies effectively.</p>	<p>Why do we use spreadsheets?</p> <p>-Creating pie charts (Excel) -Creating bar charts - Data collection</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>What makes an excellent film?</p> <p>-Creating music videos -Create a documentary about their animal.</p> <p>Use word processing skills and researching.</p> <p>Use search technologies effectively.</p>
Science	<p>Recognise that light appears to travel in straight lines using laser mazes.</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 using refraction investigation.</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 by creating silhouette scenes.</p> <p>Create circuits including light bulbs to investigate brightness.</p>	<p>Changing of materials – making potions (Macbeth)</p>	<p>Eggylympics – investigating forces on an object.</p> <p>Friction Air-resistance Water-resistance Upthrust Gravity Mechanisms – levers, pulleys and gears Floating and sinking</p> <p>Caribbean Dream – Cocktail making (mixing, measuring, dissolving)</p>	<p>To create circuits with a buzzer Morse Code.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>Animals, including humans – changes in hormones – assembly about changes to our bodies.</p>	<p>Describe how living things are classified into broad groups by creating classification diagrams. 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>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago by creating an evolving animal based on circumstance.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>



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	<p>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>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution (evolving own creature)</p>
RE	<p>Religion, family and community: What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of tolerance and respect?</p>	<p>Religion, family and community: What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of tolerance and respect?</p>	<p>Teachings, wisdom and authority. What do sacred texts and other sources say about God, the world and human life? What can we learn by reflecting on words of wisdom from religions and world views?</p>	<p>Teachings, wisdom and authority. What do sacred texts and other sources say about God, the world and human life? What can we learn by reflecting on words of wisdom from religions and world views?</p>	<p>Beliefs in action in the world. How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p>	<p>Beliefs in action in the world. How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p>
PE	<p>Sports Hall Athletics Orienteering</p>	<p>Volleyball Netball</p>	<p>Caribbean Dance Basketball</p>	<p>Gymnastics Rounders</p>	<p>Dance (Haka) Kwik Cricket</p>	<p>Gymnastics Athletics</p>
Art	<p>Create a sketch book about John Ruskin.</p> <p>Observe and sketch artwork from Millennium Galleries and Meersbrook Park</p> <p>Use watercolours to create feathers.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Learn to improve their 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>Macbeth stain-glassed artwork using tissue paper and silhouettes.</p> <p>Creating an advert for their Carfield Apprentice product.</p> <p>Design and create their product to be sold at the Christmas market.</p>	<p>Wax and water colour Caribbean artwork.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Learn to improve their 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>To use chalks to create Blitz silhouette artwork.</p> <p>Learn to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. .</p> <p>World Book Day – to create book quote artwork inspired by an illustrator.</p> <p>To improve their mastery of Art and History techniques (ipad)</p> <p>Learn about great artists, architects and designers in history – fashion through time.</p> <p>To use contouring in the style of Henry Moore for shelters artwork.</p>	<p>Design a cover for their programmed game using ipads</p> <p>To improve their mastery of Art and History techniques (ipad)</p>	<p>To create scientific drawings of their chosen creature based on non-fiction books.</p>
Design and Technology	<p>Made in Meersbrook: Design and create a clay tile based on artefacts in Ruskin gallery.</p> <p>Select from and use a wider range of tools and equipment to</p>	<p>Use research and develop design criteria to inform the design of their chosen product that is fit for purpose, aimed at particular individuals or groups.</p>	<p>To understand and apply the principals of a varied diet by sampling Caribbean food and mocktails.</p>	<p>Understand how key events and individuals in design and technology have helped shape the world during the 20th century.</p>	<p>Use research and develop design criteria to inform the design of a programmed game that are fit for purpose, aimed at particular individuals or groups</p>	<p>To design a cuddly toy based on design criteria.</p>



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	<p>perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</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>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p>	<p>Select from and use a wider range of tools and equipment to create their final product.</p> <p>Investigate and analyse a range of existing products and packaging during entrepreneur visit.</p> <p>Evaluate their ideas and products against their own design criteria.</p> <p>To create an advert to appeal to their audience based on market research.</p>	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</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>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p>		<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p>	<p>To use different stitches to create their cuddly toy including sewing on buttons.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks – sewing.</p> <p>Evaluate their cuddly toys against their own design criteria and consider the views of others to improve their work.</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>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</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>Investigate and analyse a range of existing products.</p>
<p>Geography</p>	<p>To use a compass and map in orienteering.</p> <p>Comparing changes in land by using JW Turners painting from Meersbrook Park.</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 their</p>	<p>Name and locate counties and cities of the United Kingdom (Macbeth)</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</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>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</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). (Creating their own animals and habitats)</p>



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	<p>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>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>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>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>			
<p>History</p>	<p>Explore the changes in technology through Thomas Edison's inventions and how it has changed the way we live - biography</p> <p>To research and create factfiles about John Ruskin</p> <p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national</p>	<p>Gain historical perspective by placing their growing knowledge into different contexts (Macbeth)</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. (Caribbean Dream – Fairtrade) (Caribbean Dream – Change in attitudes)</p>	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts,</p>	<p>Gain understandings of a significant turning point in British history (Coding)</p>	<p>A study over time tracing how several aspects of national history are reflected in the locality (Survival of the Fittest)</p> <p>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 (Music Festival)</p>



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	<p>and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>			<p>analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>		
<p>PSHCE/British Values</p>	<p>British Values. Relationships. To research, discuss and debate topical issues, problems and events. That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other. To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. To resolve differences by looking at alternatives, making decisions and explaining choices. To recognise the role of voluntary, community and pressure groups. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. To explore how the media present information. School rules about health and safety, basic emergency aid</p>	<p>British Values. Economy. To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. To look after their money and realise that future wants and needs may be met through saving. To research, discuss and debate topical issues, problems and events. To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. That resources can be allocated in different ways and that these economic choices affect</p>	<p>British Values. Differences. To look after their money and realise that future wants and needs may be met through saving. To research, discuss and debate topical issues, problems and events to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. To explore how the media present information. School rules about health and safety, basic emergency aid procedures and where to get help. To think about the lives of people living in other places and times, and people with different values and customs. To recognise and challenge stereotypes.</p>	<p>British Values. Behaviour. To talk and write about their opinions, and explain their views, on issues that affect themselves and society. To research, discuss and debate topical issues, problems and events to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom To explore how the media present information. School rules about health and safety, basic emergency aid procedures and where to get help. That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view to think about the lives of people living in other places and times, and people with different values and customs.</p>	<p>British Values. Health. To research, discuss and debate topical issues, problems and events To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. What democracy is, and about the basic institutions that support it locally and nationally. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. To explore how the media present information. School rules about health and safety, basic emergency aid procedures and where to get help.</p>	<p>British Values. Change. To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way. About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future. To research, discuss and debate topical issues, problems and events why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</p>



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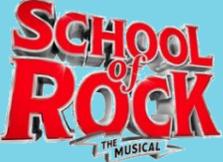
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	<p>procedures and where to get help. To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills. To be effective in relationships. To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p>	<p>individuals, communities and the sustainability of the environment To explore how the media present information. School rules about health and safety, basic emergency aid procedures and where to get help.</p>	<p>That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p>			<p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. To explore how the media present information. What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices. That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. About how the body changes as they approach puberty. Which commonly available substances and drugs are legal and illegal, their effects and risks. To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable. That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong. School rules about health and safety, basic emergency aid procedures and where to get help. Where individuals, families and groups can get help and support.</p>
<p>MFL</p>	<p>Classroom routines incl register, date and classroom objects weather Listen attentively to spoken language and show</p>	<p>Clothes, adjectives, colour, numbers Present ideas and information orally to a range of audiences Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written</p>	<p>Time Date Days of week Months of year Seasons Present ideas and information orally to a range of audiences</p>	<p>Different types of accommodation Speak in sentences, using familiar vocabulary, phrases and basic language structures Appreciate stories, songs, poems and rhymes in the language</p>	<p>Means of transport 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</p>	<p>Holiday plans Booking room In a hotel Ordering food at a restaurant Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>



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	<p>understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Present ideas and information orally to a range of audiences</p> <p>Understand basic grammar</p>	<p>material, including through using a dictionary</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar</p>	<p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar</p>	<p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar</p>	<p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Understand basic grammar</p>	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>
<p>Music</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>– Folk Music</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>Film, musicals and TV Themes (adverts)</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>Caribbean music, Bob Marley.</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>Women of Steel, WW2 Songs of the time.</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>Local Bands (Arctic Monkeys, Sea Monkeys, Pulp)</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 inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</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>Rock and Stadium Anthems</p> <p>(Music Festival Week)Decade A Day (60s-Present)</p>
<p>Parental Engagement</p>	<p>Welcome to Y6 meeting</p> <p>Meersbrook Gallery Curation, Art in the Park, and Local Orienteering.</p> <p>English Workshop – 16th October</p>	<p>Children in Need walk – Children in Need day.</p> <p>Carfield Christmas Festival.</p> <p>Parents’ Evening – 19th November and 21ST November</p>	<p>The Egglympics Race Day!</p> <p>STEM Week – 3rd to 7th February</p> <p>Maths workshop – 2nd March</p>	<p>Scarborough Meeting</p> <p>Parents’ Evening – 17th March and 19th March</p>		<p>Carfield Music Festival (School of Rock)</p> <p>Y6 Leavers’ Service</p> <p>End of Year Performance</p>