



	<p>Plan and compose a 8 or 16 bet melodic phrase using the pentatonic scale (C,D,E,G,A)</p> <p>Incorporate rhythmic variety and interest and play on available tuned instruments and notate.</p> <p><b>Critical Engagement(listening and appraising)</b></p> <p>Understand the stories, origins, traditions, history and social context of the music which is taken from the MMC appendix: For example:</p> <p>*1610 Ave Maris Stella from Vespers of the Blessed Virgin (Monteverdi) *1730 3rd movement from Violin Concerto in E major (J. S. Bach)</p> <p>*1826 Mazurkas Op. 24 (Chopin) *1858 Cancan from Orphée aux enfers (Offenbach)</p> <p>*1875 Toreador Song from Carmen (Bizet) *1892 String Quartet in G minor Op. 10 (Debussy)</p>	<p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Compose a ternary piece (A-B-A); use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p><b>Critical Engagement</b></p> <p>Understand the stories, origins, traditions, history and social context of the music which is taken from the MMC appendix Y6 playlist: For example:</p> <p>* 1893 2nd movement from String Quartet in F major (Ravel) * 1918 Hava Nagila (various artists) * 1928 Runaway Blues (Ma Rainey) * 1935 O Fortuna from Carmina Burana (Orff) * 1957 Round Midnight (Miles Davis) * 1965 Do-Re-Mi from The Sound of Music (Hammerstein) * 1966 Scarborough Fair/Canticle (Simon &amp; Garfunkel) * 1973 Tubular Bells (Mike Oldfield) * 1974 Waterloo (ABBA)</p>	<p>Developing improvisation skills:</p> <p>*create music with multiple sections that including repetition and contrast.</p> <p>*Use chord changes as part of an improvised sequence. *Extend improvised melodies beyond 8 beats over a fixed groove.</p> <p><b>Critical Engagement (listening and appraising)</b></p> <p>Understand the stories, origins, traditions, history and social context of the music which is taken from the MMC appendix Y6 playlist: For example:</p> <p>*1838 Raindrop Prelude Op. 28, No. 15 (Chopin Romantic Period) *Ritual Fire Dance (Manuel de Falla 1915) *Fantasia on Greensleeves (Vaughan Williams 1934) * Round Midnight (Miles Davis 1957 Jazz)</p>
<p>Computing</p> <p>E-safety completed with Project Evolve every half term.</p>	<p><b>Information Technology Units</b></p> <p>Presentation of information using Powerpoint including hyperlinks</p> <p><b>Computer Science:</b></p> <p>Scratch 3 Computer Networking</p> <p><b>Digital literacy: Esafety</b> Project Evolve Unit</p>	<p><b>Information Technology Units</b> (Presentation of information – E-Book and Green Screen iMovie)</p> <p><b>Computer Science:</b></p> <p>Computational Thinking</p> <p><b>Digital literacy: Esafety</b> Project Evolve Units</p>	<p><b>Information Technology unit</b> (Video – green screen, sound and photographs.)</p> <p>Excel</p> <p><b>Computer Science units:</b></p> <p>Scratch 3</p> <p><b>Digital literacy: Esafety</b> Project evolve Units.</p>

	<a href="#">Self image and identity 1</a> <a href="#">Self image and identity 2</a> <a href="#">Self image and identity 3</a> <a href="#">Online relationships 1</a> <a href="#">Online relationships 2</a> <a href="#">Online relationships 3</a> <a href="#">Online relationships 4</a> Project Evolve Unit	<a href="#">Online bullying 1</a> <a href="#">Online bullying 2</a> <a href="#">Health and wellbeing 1</a> <a href="#">Health and wellbeing 2</a> <a href="#">Health and wellbeing 3</a> <a href="#">Health and wellbeing 4</a> Project Evolve Units	<a href="#">Privacy ad security 1</a> <a href="#">Privacy ad security 2</a> <a href="#">Privacy ad security 3</a> <a href="#">Privacy ad security 4</a> <a href="#">Privacy ad security 5</a> <a href="#">Privacy ad security 6</a> Project evolve Units.
PE	Tag Rugby Football Cross Country/Fitness Swimming	Hockey Netball OAA Dance	Tennis Cricket Rounders Athletics
PSHE and RSE Taught using the Jigsaw scheme of work and the Shropshire RSE Syllabus	<b>Being Me In My World</b> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy: having a voice Anti-social behaviour Role-modelling <b>Celebrating Difference</b> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/ exclusion Differences as conflict, differences as celebration Empathy	<b>Dreams and Goals</b> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments <b>Healthy Me</b> Taking personal responsibility How substances affect the body Exploitation, inc county lines and gang culture Emotional and mental health Managing stress	<b>Relationships</b> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control: Assetiveness Technology safe Take responsibility with technology use. <b>Changing Me</b> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
RSE	Choices and Challenges: Conscience Alley	Care & commitment: healthy choice challenge	Changes: Y4 L3 Periods, Year 5- L1-L4 Year 6: Respect Yourself unit
French	Phonics 3&4 The Date Do you have a pet?	My home What is the weather?	At school Me in the world

