

SIH Year 6: Curriculum Overview 2025/2026

Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
English					
Fiction (Young Heroes) -Listen and respond appropriately to their peers in a discussion, challenging views courteously. -Understand what they read by drawing inferences, such as inferring the writer's view to help construct meaning; justify inferences with evidence. -Explore how language, structure, and presentation contribute to meaning, including figurative language and the author's choices. -Plan their writing orally and on paper	Play scripts (Stormy weather) -Participate in a collaborative performance of a play, showing understanding through intonation, tone, and volume to gain and maintain the interest of the audience. -Understand what they read by predicting what a character might do next from details stated and implied, and justifying their predictions. - Proofread their own and others' writing for spelling, grammar, and	Non-Fiction (School days) -Pupils can listen carefully and respond politely in class debates (e.g., about school rules), building on others' ideas and presenting their own clearly in full sentences. -Read and summarise information about schools (real or imagined), picking out the key details to explain the main ideas. -Explain how writers use language, structure, and persuasive techniques in texts	Fiction (Spies and mystery) -Pupils draw inferences from spy and mystery texts, such as deducing a character's motives, and justify these with evidence. -Pupils write narratives describing settings, characters, and atmosphere in spy stories, integrating dialogue to convey character and advance the action. -Pupils participate in collaborative role-play performances, showing understanding	Poetry (A treasure trove of poems) -Pupils listen and respond appropriately to their peers in poetry discussions, paraphrasing and rephrasing ideas while challenging views courteously. -Pupils read and explore a wide range of poems from different cultures and traditions, expressing preferences and evaluating how language, structure and presentation	Non-Fiction (Secrets) -Pupils use multi-clause sentences to present and justify viewpoints about secrets (e.g., when they should be kept, when they should be shared), communicating ideas with clarity and courtesy. -Pupils read and analyse a range of texts about secrets, mysteries, and espionage, making inferences, summarising key details, and evaluating how language and layout reveal or conceal

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<p>by noting and developing their initial ideas</p> <ul style="list-style-type: none"> -Proofread their own and others' writing for spelling, grammar, and punctuation errors. <p>Non-Fiction (Health and Sport)</p> <ul style="list-style-type: none"> -Make comparisons within and across two non-fiction texts. -Understand the language, structure, and presentation of an increasing range of narrative and non-narrative texts and use them as models for their own writing. -Use a wider range of cohesive devices to link ideas across paragraphs, e.g., repetition, adverbials, ellipsis. -Recognize 	<p>punctuation errors.</p> <ul style="list-style-type: none"> -Make comparisons within and across two texts. <p>Fiction (Traditional tales and fables)</p> <ul style="list-style-type: none"> -Express views and preferences on a wide range of books, including myths, legends, and traditional stories, modern fiction, and books from a range of cultures and literary traditions. -Understand how to show levels of possibility using adverbs (e.g., perhaps, surely) or modal verbs (e.g., will, might, should, could). -Make more adventurous vocabulary choices and increasingly use Tier 2 and Tier 3 	<p>about school (e.g., adverts for a "dream school" or articles about education).</p> <ul style="list-style-type: none"> -Plan writing about school life or issues (such as "Is school cool?") by choosing the right form, structure, and audience. -Students can create a persuasive piece about school (e.g., a letter to a parent or a debate speech) using paragraphs, bullet points, and linking words to make their argument clear. <p>Poetry (Let's celebrate!)</p> <ul style="list-style-type: none"> -Pupils listen to others' ideas about poetry and respond appropriately, challenging views courteously. 	<p>through intonation, tone, and volume.</p> <ul style="list-style-type: none"> -Pupils apply their knowledge of root words, prefixes, and suffixes to understand and use new vocabulary linked to spies and mystery. -Pupils make judgements about the writing's fitness for purpose, considering content, structure, and sequence. -Pupils use passive verbs to affect the presentation of information, for example, in spy reports. <p>Non-Fiction (Conserving our precious planet)</p> <ul style="list-style-type: none"> -Pupils write legibly, fluently, and with increasing speed 	<p>contribute to meaning.</p> <ul style="list-style-type: none"> -Pupils recognise and use poetic techniques, including figurative language, alliteration and kennings, to create powerful effects in their own writing. -Pupils plan and write poetry for different purposes, making adventurous vocabulary choices and adapting style confidently on paper and on screen. -Pupils participate in collaborative and individual performances of poetry, using intonation, 	<p>information.</p> <ul style="list-style-type: none"> -Pupils plan, draft, and write non-narrative texts such as spy reports, gadget fact-files, or persuasive advertisements for espionage, using organisational devices like bullet points and cohesive links. -Pupils perform their own "secret scenarios" or spy-themed speeches, using intonation, tone, and movement to sustain interest and to highlight hidden or revealed meanings. -Pupils expand and apply topic vocabulary linked to secrets, codes, and espionage, including formal and informal
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<p>vocabulary and structures appropriate for formal and informal speech and writing, e.g., question tags in informal language.</p>	<p>vocabulary in their written work.</p> <ul style="list-style-type: none"> - Write narratives, describing settings, characters, and atmosphere, and integrating dialogue to convey character and advance the action. 	<ul style="list-style-type: none"> - Pupils formulate and pose thoughtful questions about poems and celebrations, checking their understanding by discussing meaning. - Pupils explore how poets use figurative language, structure, and presentation to create effects and convey emotion. - Pupils perform poems and their own writing using intonation, tone, and volume to communicate meaning and sustain audience interest. - Pupils plan and compose their own poems inspired by celebrations and traditions, using adventurous vocabulary and a range of poetic 	<p>when producing non-fiction texts about conservation topics.</p> <ul style="list-style-type: none"> - Pupils use a wider range of cohesive devices, such as repetition, adverbials, and ellipsis, to link ideas across paragraphs when writing about the environment. - Pupils plan their writing orally and on paper by noting and developing initial ideas about protecting the planet, such as reducing plastic waste or conserving rainforests. - Pupils understand the language, structure, and presentation of a wide range of non-fiction texts on conservation, and use 	<p>tone, volume and movement to engage an audience.</p> <ul style="list-style-type: none"> - Pupils proofread and edit their poems, making judgements about fitness for purpose and applying accurate spelling, punctuation and grammar, including the use of hyphens to avoid ambiguity. <p>Fiction (Helping others)</p> <ul style="list-style-type: none"> - Pupils plan and write narratives that explore themes of kindness, empathy, and moral decision-making, selecting language and structure suited to the 	<p>structures (e.g., question tags, passive verbs, modal verbs), and use them purposefully in both spoken and written tasks.</p> <ul style="list-style-type: none"> - Pupils evaluate and improve their secret-themed writing by proofreading for accuracy, judging fitness for purpose, and considering how structure and presentation contribute to meaning. <p>Poetry (Adventures)</p> <ul style="list-style-type: none"> - Pupils analyse a range of adventure-themed poems, exploring how poets use figurative language, structure, and imagery to create
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		<p>devices.</p> <ul style="list-style-type: none">-Pupils edit and refine their poetry to ensure vocabulary, punctuation, and layout support meaning and impact, and reflect on how poetry expresses celebration.	<p>these as models for their own informative and persuasive writing.</p> <ul style="list-style-type: none">-Pupils identify the audience for and purpose of their writing, selecting the appropriate form to raise awareness about environmental issues.	<p>audience and purpose.</p> <ul style="list-style-type: none">-Pupils use multi-clause sentences and cohesive devices to communicate characters' points of view clearly, and to show how choices lead to consequences in a story.-Pupils read and analyse fiction where characters help others, making inferences about motives and values, summarising key actions, and predicting possible outcomes.-Pupils expand their vocabulary to describe compassion, responsibility, and relationships, and	<p>atmosphere, tension, and meaning.</p> <ul style="list-style-type: none">-Pupils express and justify personal preferences and interpretations of poetry, drawing comparisons between poems from different cultures, traditions, and historical contexts.-Pupils plan, draft, and write their own adventurous poems, experimenting with vocabulary, figurative language, rhythm, and structure to engage the reader.-Pupils perform poems with appropriate intonation, tone, and movement, sustaining audience interest and
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				<p>apply this vocabulary accurately in both reading responses and creative writing.</p> <p>-Pupils perform their own “helping others” stories or diary entries with appropriate intonation, tone, and movement, evaluating how effectively their writing conveys its message.</p>	<p>communicating meaning effectively.</p> <p>-Pupils evaluate and refine their own and others’ poetry by considering purpose, structure, and language choices, and by proofreading for accuracy.</p> <p>-Pupils make connections between poetry and other forms of art and storytelling, considering how adventure is represented across different media.</p>
Maths					
Place value <p>- To compare numbers up to 1,000,000 while understanding the</p>	Fractions <p>- To understand equivalent fractions on a number line</p> <p>- To order and</p>	Ratio <p>- To use ratio language</p> <p>- To draw to scale and use scale factors</p>	Fractions, decimals, and percentages <p>- Convert between equivalent fractions, decimals, and</p>	Shape <p>- To classify complex polygons and 3D shapes</p> <p>- Investigate and prove geometric relationships using logical reasoning</p>	

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<p>relative value of digits</p> <ul style="list-style-type: none"> - To decompose large numbers into expanded form - To solve complex problems involving place value, including negative numbers <p>Addition, subtraction, multiplication, and division</p> <ul style="list-style-type: none"> -To know prime numbers to 100 - To multiply a 4-digit number by a 2-digit number - To complete short and long division with remainders - To know the order of operations - To solve multi-step problems - To reason using known facts 	<p>compare simple fractions</p> <ul style="list-style-type: none"> - To add and subtract any two fractions - To subtract mixed numbers <p>Converting units</p> <ul style="list-style-type: none"> - To understand metric measures - To understand and convert metric measurements - To understand and convert imperial measurements - To understand miles and kilometres - Solve problems involving density, speed, 	<ul style="list-style-type: none"> - To answer ratio and proportion - Investigate and explain the relationship between ratios, fractions, and percentages in problem-solving situations <p>Algebra</p> <ul style="list-style-type: none"> - Construct and solve linear equations with variables on both sides - Analyse patterns in sequences (arithmetic, geometric) and derive general rules using algebraic expressions - Use symbols to represent unknown quantities in familiar problem-solving situations <p>Decimals</p>	<p>percentages</p> <ul style="list-style-type: none"> - To solve problems involving percentage increases and decreases - To evaluate and compare different representations <p>Area, perimeter, and volume</p> <ul style="list-style-type: none"> - To calculate areas and volumes of complex composite shapes - To apply measurement formulas to solve real-world problems - To evaluate measurement accuracy and precision, considering appropriate units and estimation strategies <p>Statistics</p> <ul style="list-style-type: none"> - To conduct statistical investigations, considering bias, 	<ul style="list-style-type: none"> - Solve complex problems involving angles <p>Position and direction</p> <ul style="list-style-type: none"> - Describe transformations using precise mathematical language - Solve navigation and mapping problems - Apply coordinate geometry to solve complex problems involving distance <p>Themed projects, consolidation, and problem-solving</p> <ul style="list-style-type: none"> - Design and implement mathematical investigations, presenting findings with clear reasoning - Synthesise mathematical concepts from multiple topics to solve complex, multi-step real-world problems - Apply mathematical modeling to real-world situations, making assumptions and interpreting results critically
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		<ul style="list-style-type: none"> - Perform complex calculations with decimals to multiple decimal places - Solve real-world problems involving decimal measurements - Analyse decimal patterns and relationships, including recurring decimals 	sampling methods, and data collection validity <ul style="list-style-type: none"> - Critique statistical representations in media, identifying misleading presentations and assumptions 	
Global Skills				
Topic 1: Improving Health: <ul style="list-style-type: none"> - Understand different perspectives on health problems. - Evaluate research questions. - Reflect on justice in local and global contexts. - Create a timeline for a relevant health-based project. - Understand rhetorical devices and their uses. - Develop tools to support risk-taking. - Evaluate research methods undertaken during the project. 		Topic 2: Improving your community through technology: <ul style="list-style-type: none"> - Identify personal goals through thinking about the future of technology. - Use creativity to improve the natural environment. - Analyse counter-arguments surrounding the use of technology. - Understand and use reliability and communication during problem-solving projects. - Create a timeline and output for a project regarding community improvement and 		Topic 3: Celebrating languages from around the world:: <ul style="list-style-type: none"> - Understand different perspectives and types of language around the world. - Understand the basic financial ideas behind setting up a business. - Analyse counterarguments from peers about the language-based business model. - Complete and implement a business model which celebrates the diversity of language.

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		technology.			
Wellbeing					
Taking care of the body 1 - Why is a healthy sleep hygiene routine important? - Why is a balanced diet important? - Explore the body's stress response and why it exists	Taking care of the mind - How to be flexible with thoughts about challenging events - How to move our bodies mindfully	Taking care of relationships - Quality vs quantity? Is it better to have more friends or closer friends? - How to repair friendships - Why is it important to forgive?	Taking care of the self and the world 1 - To describe achievements they are proud of - Set goals for the future and plan how to reach those goals - What is a growth mindset?	Taking care of the body 2 - How to respond to stress - How does the brain respond to stress? - Can you choose your thoughts?	Taking care of the self and the world 2 -How to resolve conflicts effectively - Who is my future self? - How to deal with setbacks
Sustainability					
Measuring our progress - Describe and explain their vision for how their community can be sustainable over time		Taking responsibility for our ocean - Evaluate the health of an ocean, and understand the positive and negative impact humans and the ocean have on each other		Thinking about our thinking - Recognise and name the mindsets that lead to unsustainable and sustainable behaviours	

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<ul style="list-style-type: none">- Develop a logical argument for working with the laws and principles derived from nature- Develop a set of sustainable community development indicators to measure their progress over time- Produce a baseline report for their community using sustainable community development indicators	<ul style="list-style-type: none">- Describe the ways they can take care of the ocean, which we all depend on and are all responsible for- Develop criteria they can use to deal with conflicts between their individual rights and their shared responsibilities	<ul style="list-style-type: none">- Put the mindsets driving sustainable and unsustainable behaviours into categories- List and model the use of the brain-based strategies that help them to adopt sustainable mindsets- Develop and implement a waste reduction plan and tracking system for themselves and their home or school			
Humanities					
Trail blazers <ul style="list-style-type: none">- Investigate the lives and achievements of significant extreme sport stars.- Timeline key events in their lives and discuss the impact these events had on them as individuals and society at large.- Look at records and achievements within a broader historical context.- To use maps, atlases, and globes	Chocolate <ul style="list-style-type: none">- Investigate the history of chocolate production and the places that produced it, and compare it to the modern-day chocolate industry.- Climate: Understand which countries are best for making chocolate. What factors go into that/ why?- First-hand	Disasters That Shaped Us <p>Case study: Boxing Day tsunami</p> <ul style="list-style-type: none">- To investigate where and why tsunamis happen.- To create a booklet explaining how to survive a tsunami.- To compare the impact of the Boxing Day tsunami on different key locations.- To evaluate how	The Mississippi River <ul style="list-style-type: none">-Understand the features of a river (e.g., deposition, erosion, deltas).-Identify the geographical features of the Mississippi River and compare it to other famous rivers.-To use atlases and six-figure reference grid maps to accurately identify the Mississippi River and other	Human Migration <ul style="list-style-type: none">- To understand what migration is and explain the reasons why people migrate, past and present.- To explore examples of significant migrations in history (e.g., the Windrush Generation, Vikings, refugees in modern times).- To use digital mapping to trace	Protest & Power: Kids Who Changed the World <ul style="list-style-type: none">-Understand how individuals and groups (including children) have influenced national and international change in society.-Investigate significant protests and campaigns where children and young people played a role.-Explore how humans can impact

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to locate significant places associated with the lives and achievements of the athletes.	investigation: Taste-testing of chocolates from different countries/ companies, analyze and evaluate the difference, and use prior knowledge to explain. - Collaborative project: Using historical, geographical, and research knowledge to design their own chocolate bar.	communities responded and rebuilt after the disaster. - To evaluate the effectiveness of current tsunami preventive measures.	internationally known rivers. - Analyse and evaluate key economic activity around the Mississippi River, e.g., culture, tourism, agriculture, and power.	migration routes across the world. - To use data (charts, graphs, statistics) to describe patterns of migration.	places, environments, and global systems. - Develop an understanding of democracy, justice, rights, and responsibilities through historical examples.
Science					
Light - Explain how we see things and how shadows are formed Electricity - Investigate simple circuits - Draw circuit diagrams using	Electricity - Investigate simple circuits - Draw circuit diagrams using symbols Fossils and the past - Research how fossils can give	Classification of plants and animals - Use classification keys to group animals and plants	Variation - Find out why offspring are not identical to their parents	Circulatory system - Explore the circulatory system and describe how nutrients are transported in animals	Throughout the year, we will also be doing the unit Working scientifically - Use test results to make predictions to set up further comparative and fair tests

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symbols	information about living things that inhabited the Earth millions of years ago				<ul style="list-style-type: none"> - Identify scientific evidence that has been used to support or refute ideas or arguments - Conclude from results, including causal relationships and an awareness of the level of trust in them
Art					
Cartoon Character Design <ol style="list-style-type: none"> Focus: Simplifying real-life forms into stylized characters. Learning Goals: Understand proportions in cartoon style. Use exaggeration to show 	Shape Association & Design <ol style="list-style-type: none"> Focus: Using basic shapes to invent new objects or scenes. Learning Goals: Identify and draw geometric and organic shapes. 	Jackson Pollock Abstract Painting <ol style="list-style-type: none"> Focus: Action painting and expressive mark-making. Learning Goals: Understand Pollock's drip and splatter techniques. Explore rhythm, 	Claude Monet Oil Pastel Landscapes <ol style="list-style-type: none"> Focus: Impressionist use of light and color. Learning Goals: Understand broken color technique and optical blending. Mix tints and shades to capture the 	Light Clay Cultural Motif Sculpture <ol style="list-style-type: none"> Focus: 3D interpretation of cultural patterns. Learning Goals: Learn hand-building techniques (pinch, coil, slab). Plan and create a simple 3D geometric or nature-inspired form 	

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personality.	Combine shapes to create imaginative designs.	movement, and layering in abstract art.	atmosphere. Use layering and blending to create depth. Explore complementary colors for vibrancy.	
Physical Education				
Invasion Games Developing and introducing more advanced skills across a variety of invasion games. Apply aspects of fitness to the game, such as power, strength, agility, and coordination. Relate to components of fitness. Choose and implement a wide	Gymnastics Lead group warm-up showing understanding of the need for strength and flexibility. Demonstrate accuracy and consistency, clarity of movement. Work independently and in small groups to make up your own sequences.	Athletics and Health Becoming confident and an expert in a range of techniques that will be applied across running, throwing, and jumping. Apply strength and flexibility to a broad range of throwing, running, and jumping activities. Work in collaboration and	Net/Wall Games Develop a wider range of shots across a variety of net and wall games. Begin to select and apply more sophisticated tactics as net play and offensive and defensive positioning. Develop backhand shots. Begin to use full	Striking and Fielding/ OAA Apply consistent standard rules in a variety of different styles of games. Attempt a small range of shots in isolation and in competitive scenarios. Use a range of tactics for attacking and defending in the role of bowler, batter, and fielder. Use information given by others to complete tasks and work collaboratively when introducing orienteering. Take responsibility for a role in a task, developing more leadership roles.

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range of strategies, both attacking and defending. Observe and be able to analyse good individual and team performances. Suggest plans to overcome obstacles faced within game-based scenarios. Lead skills-based drills for scenarios noticed within games as a team.	Arrange your own apparatus to enhance work and vary compositional ideas. Experience flight on and off high apparatus. Perform increasingly complex sequences. Combine their ideas with others to build sequences and develop communication and leadership skills.	demonstrate improvement when working with self and others. Accurately and confidently judge across a range of activities. Focus on the importance of health and introduce a variety of training methods that will focus on components of health and skill.	scoring systems. Continues to develop doubles play and tactics to make progress.	Use knowledge of PE and physical activities to suggest design ideas and amendments to games.	
Computing					
Computer Science - Programming in Scratch -Typing 1. Program keyboard/touch screen inputs, selection (conditions),	IT - Graphic Design - Computers: Past, Present, and Future Computer Science - Binary Code 1. Add, adjust, and	Computer Science - Python Programming Language IT - Image Editing 1. Understand why	Computer Science - HTML -Typing 1. Add and align text and change colour. 2. Program background colour. 3. Add and align	Computer Science - Virtual Reality - Machine Learning and AI -Typing 1. Understand what virtual reality is and how it can be	IT - Web Design - Data Detectives Digital Literacy - E-Safety 1. Create a static homepage.

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<p>loops, and random variables for unpredictability (operators).</p> <p>2. Program inputs, selection, sensing, random variables, operators for direction, and data variables for scoring.</p> <p>3. Use inputs, selection, loops, sensing, costume changes, and broadcasts.</p> <p>4. Work with multiple sprites to send broadcast messages between them.</p>	<p>fill shapes.</p> <p>2. Group shapes to improve accuracy and speed.</p> <p>3. Add and customise gradient effects.</p> <p>4. Adjust transparency/opacity for a purpose.</p> <p>5. Use a colour picker correctly.</p> <p>6. Accurately rotate shapes.</p> <p>1. Show awareness of how computers and digital technology help us today.</p> <p>2. Understand how technology has changed over time and represent it as an interactive timeline.</p> <p>3. Understand the impact (positive/negative) technological changes have on</p>	<p>computers/electronics use binary.</p> <p>2. Match a sequence of binary code to create digital art.</p> <p>3. To convert binary code to decimal numbers (decimal numbers) and vice versa.</p> <p>1. Use the PRINT command for text.</p> <p>2. Program a simple calculator in Python.</p> <p>3. Program loops to repeat text.</p> <p>4. Program interactive inputs.</p> <p>5. Find errors in a program (debugging)</p> <p>6. Program a trivia chatbot using 'send message' functions (challenge)</p>	<p>images.</p> <p>4. Add hyperlinks to other websites.</p> <p>5. Add an iframe (such as a Google Map) and adjust the height and width.</p>	<p>used to help people.</p> <p>2. Add, move, and resize objects in a virtual reality environment.</p> <p>3. Animate objects for realism.</p> <p>4. Use code blocks to add movement (with grouping) and interactions (conditions).</p> <p>5. Create multiple scenes of VR environments.</p>	<p>2. Choose a suitable theme for your website.</p> <p>3. Change the site identity to a suitable title, tagline, and website icon.</p> <p>4. Upload a suitable header and/or background image.</p> <p>5. Adjust the website sidebar and add suitable widgets.</p> <p>6. Add text and images to a page and edit them.</p> <p>7. Add multiple pages and edit the navigation, including sub-menus.</p> <p>8. Provide constructive feedback for your classmates' websites.</p> <p>1. Use comprehension</p>
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	<p>society. 4. Predict how technology will change in the future.</p>				<p>skills to find clues that match the column headings of a spreadsheet. 2. Use spreadsheet tools (filters and conditional formatting) to find the specific data to match the clues.</p> <p>1. Keep personal information private. 2. Respect and protect against online bullies. 3. Understand the consequences of sharing photos/videos online. 4. Understand the term digital footprint. 5. How can we check whether online content is trustworthy? 6. How, where, and to whom can we report concerns we</p>
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					<p>have?</p> <p>7. Use suitable usernames and passwords for online accounts.</p> <p>8. Understand the pitfalls of in-app purchases.</p> <p>9. Understand how and why companies/people track our online behaviour and how we can prevent it.</p> <p>10. Understand how clones, trojans, and hackers can steal your online</p>
Music					
<p>Elements of Music</p> <p>Focus on rhythm, tempo, pitch, dynamics, texture, and timbre. Understanding these terms and being able to both identify and</p>	<p>Ukulele unit</p> <p>Pupils will be able to identify the different parts of the ukulele. Pupils learn the correct way to hold the ukulele. Pupils</p>	<p>Introduction to notation</p> <p>Pupils will be introduced to notation on the treble clef and note durations. Pupils will be able to visually</p>	<p>Mini orchestra</p> <p>Pupils drawing on their knowledge of the orchestra and their knowledge of notation will create a mini orchestra with two pupils on a part.</p>	<p>Class band</p> <p>In the final term of year 6, pupils have the opportunity to work together to create their class band. They will be allowed a</p>	<p>Healthy singing</p> <p>Drawing on the aforementioned elements of music, pupils will explore singing. Pupils will learn how to correctly sing, using their</p>

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demonstrate through instruments and body percussion. This unit will have an emphasis on timbre - This will introduce the pupils to the orchestra and the different families..	will be able to play C major, A minor, and F major with little to no prompting. Extending pupils will be able to play G Major with little prompting. Pupils will work on the transitions between chords, aiming for fluency.	see rhythms and play them. Pupils will be able to see pitch represented on the treble clef and will be able to identify the notes with strategies in place. Time permitting, pupils may be introduced to accidentals, thus beginning their journey to understanding tonality.	Extending pupils will be able to play their instrument independently. This topic expands their knowledge of timbre, improves their notation reading skills and fosters an environment for pupils to work effectively as a team	choice of instrument (resources and attainment level permitting). Pupils will improve their rehearsal skills, utilising both sectional and tutti rehearsals. The end of this topic will culminate in a performance of their song to staff and possibly other pupils, building their confidence in performing.	diaphragm, singing with the correct posture, and projecting properly. Pupils will sing in 3 - 4 part harmony.
Thai					
อ่านออกเสียง และ อธิบายความหมายคำ ประโยค ข้อความที่เป็น โวหารบทร้อยแก้วและ บท ร้อยกรองได้ถูกต้อง ไตรยางค์	เขียนด้วยลายมือที่ เหมาะสมกับ สถานการณ์ และ วัตถุประสงค์ เพื่อการ สื่อสาร วลีและประโยค	จำแนกข้อเท็จจริง และข้อคิดเห็นจากเรื่อง ที่ฟังและดู ตั้ง คำถามและตอบคำถามเชิง เหตุ เรื่องที่ฟังและดู	เขียนบรรยาย หรือ แสดง ความคิดเห็นโน้มน้าวตาม ความหมาย โดยตรงโดยมี ลำดับ ความคิดที่ต่อเนื่อง ระหว่างย่อหน้า อักษรย่อ	เขียนด้วยลายมือที่ เหมาะสมกับ สถานการณ์และ วัตถุประสงค์เพื่อการสื่อสาร จำแนกข้อเท็จจริง และข้อคิดเห็นจากเรื่อง	คาดคะเนเหตุการณ์ จากเรื่องที่อ่าน อ่าน หนังสือตามความ สนใจ คำบั่น บรร เครื่องหมายวรรคตอน คำราชาศัพท์

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คำเป็น คำตาย การผันวรรณยุกต์ มาตราตัวสะกด การประสมอักษร	ชนิดของคำ ใช้พจนานุกรม ค้น หาความหมาย ของคำ	อักษรควบ อักษรนำ คำพ้อง	ตัวการ์นต์ คำที่มาจากภาษาต่าง ประเทศ	ที่ฟังและดู คำที่ประและไม ประวิสรรชนีย์ คำที่มี ร (รร) หัน	สำนวนโวหาร ร้อยกรอง
Mandarin					
<ul style="list-style-type: none"> 热身。(Warm up from YCT2#) 我三年级。(I'm in the third grade.) 你喜欢什么运动？(What's your favorite sport?) 运动种类。(Kinds of sport) 中国中秋节文化。(Chinese Mid-Autumn festival culture.) 	<ul style="list-style-type: none"> 我在画画儿呢。(I'm drawing a picture.) 喂，您好！(Hello!) 再吃几个。(Have some more.) 各种活动。(Activities.) 万圣节文化。(Halloween festival culture.) 	<ul style="list-style-type: none"> 我能自己穿。(I can put it on by myself.) 生日快乐！(Happy birthday!) 下雪了。(It's snowing.) 天气。(Weather.) 中国春节文化。(Chinese Spring Festival culture.) 	<ul style="list-style-type: none"> 笑一笑！(Smile!) 谁跑得快？(Who runs fast?) “得”语法 (Grammar for 得) 清明节文化。(The tomb sweeping day festival culture.) 	<ul style="list-style-type: none"> 妈妈把糖给弟弟了。(Mom has given the candy to your brother.) 把字句。(Disposal construction.) 复习。(Review) 端午节文化。(The dragon boat festival culture.) 	