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| **Year 6 – Curriculum Overview 2020-21** | | | | | | | | |
| **‘Post-Covid Lockdown Curriculum Conversations’** – during the first weeks of return to school, the children’s well being, knowledge and personal experiences during the period of lockdown will be covered through the following sequence of ‘conversations’.  PAST:   * What is our understanding of Covid-19 and why Britain went into lockdown? * Why did Britain go into lockdown? * What has happened globally as a result of Covid-19? Economically, financially, emotionally, community. How has this made us feel? * What challenges and ‘losses’ did I face during lockdown? * What impact has Covid-19 had on people’s lives locally, nationally and globally? How do we deal with this? * What has been achieved personally, nationally and globally through lockdown?   PRESENT:   * What is happening now? Locally, Nationally, Internationally. * What will be the direct impacts of Covid-19? * What lessons do we feel must be learnt? Personally, community, locally, nationally   FUTURE:   * How will I plan for my future? Do I have new priorities? What do I want to achieve now? | | | | | | | | |
| **Subject** | **Autumn 1**  **Walls and Barricades** | | **Autumn 2**  **Invaders** | **Spring 1**  **Britain at Play** | **Spring 2**  **Out of This World** | **Summer 1**  **Mexico and the Mayans** | **Summer 2**  **Ancient Greek Olympics** | **Outdoor Learning** |
| **Vocabulary** | Walls, barricades, divide, separation, unite, defend, protect, Great Wall of China, Apartheid, Hadrian’s Wall, Berlin Wall, Scotland, England, North Sea, Solway Firth, Lake District, North Pennines, graffiti, Nelson Mandela, Johannesburg | | Romans, Saxons, invasion, settle, settlement, Jutes, Edward the Great, Athelstan, Alfred the Great, Christianity,. Missionary, pagan, monk, superstitious, Northumbria, monastery, Lindisfarne, Wessex, Sussex, Mercia, Hengest, Horsa | Leisure, community, locality,  socialise, culture, technology, allotment, society, e-safety, budget, hospitality, attractions, tourism,. facilities, recreation, sport, hobbies, entertainment, cuisine, gallery, museum, heritage. | Solar system, International Space Station, environment, rotation, pioneer, conditions,  Space race, Neil Armstrong, Uri Gagarin, Buzz Aldrin, astronaut, time zones, rocket, launch pad, mission, alien, explosion, atmosphere, black hole, asteroid, satellite, constellation, universe, galaxy. | Aqueduct, archaeology, astrology, astronomy, Atlatl, bacba, baktun, birth chart, cenote, city-state, civilization, cacao beans, monument, temple, warrior, codices, hieroglyphs,. stelae, jungle, Mesoamerica, loincloth, rituals, gods, Popul Vuh, | Olympic games, Greek Gods, Olympian, climate, Mediterranean Sea, Aegean Sea, Ionian Sea, Athens, Sparta, Pythagorus, Archimedes, Hypotemnuse, Democracy, alliance, marathon, column, frieze, ionic, doric, pankration | See end of this document. |
| **Science** | Electricity   * Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit * 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  * Use recognised symbols when representing a simple circuit in a diagram   Experiments-  Pattern Seeking:  Hook- Gordan says that things that are magnetic make good conductors. Is he correct? | | **Properties and change of materials**   * Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets * Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic * Demonstrate that dissolving, mixing and changes of state are reversible changes * Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda   **Experiments-**  **Observing over time:**  Hook- Kelly has spilt a lot of water into some water. Sarah says she won’t get the salt back. Is this true? | **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  * Give reasons for classifying plants and animals based on specific characteristics   **Experiments:**  **Identifying and classifying:**  Hook- Mrs Williams has a lot of pictures of buttercups. She says she can’t make a classification key from them because they are all the same. Is she correct? | **Light**   * Recognise that light appears to travel in straight lines * 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 * 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 * Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them   **Experiments:**  **Comparative and fair testing:** Hook- Fiona has noticed that it’s getting darker as she walks home from school. She wants to find a suitable material to add to her jacket so she can be seen by cars. Can you help her? | **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  * Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function * Describe the ways in which nutrients and water are transported within animals, including humans   **Experiments:**  **Observing over time:**  Hook- David is training to run a marathon. He needs to improve his training heart rate and find out what he should be eating. Can you help him?    **Observing over time:**  Hook- Sam says that some exercises will raise the heart rate more than others, Is he correct? | **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 * Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents * Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.   **Experiments:**  **Comparative and fair testing:**  Hook- Joseph has noticed that the birds in his garden eat different things. He thinks this is something to do with the shape of their beaks. Is this true?    Battle of the beaks resources- STEM website. | -Give reasons for classifying plants based o specific characters.  -Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences.  -Take measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate.  -Record data and results in increasing complexity using scientific diagrams, classification keys, tables and bar charts.  - Identify scientific evidence that has been used to support or refute ideas or arguments.  *- The National Curriculum Outdoors pg 44-57* |
| **History** | * Use dates and vocabulary relating to time, including ancient, modern, BC, AD, century and decade * When finding answers to historical questions, they begin to use information as evidence to test hypothesis * They begin to produce structured work, making appropriate use of dates and terms * Recall, select and organise historical information to produce structured work * Make use of dates and terms * Evaluate sources to establish evidence for particular enquiries   *Black History links: Hadrian of Canterbury – African Abbott in Church of England*  *Apparteid and Nelson Mandela* | | * They begin to produce structured work, making appropriate use of dates and terms * Describe and make links between events, people and some features of past societies and periods in the context of their developing chronological framework * Pupils show their knowledge and understanding of local, national and international history * They suggest some reasons for different interpretations of the past and they begin to recognise why some events, people and changes might be judged as more historically significant than others * The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor * Use dates and historical vocabulary to describe periods studied | * Use dates and vocabulary relating to time, including ancient, modern, BC, AD, century and decade * Begin to recognise and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes * Use dates and historical vocabulary to describe periods studied   *Black History link: carnival and it’s origins;T rinidad and Tobego/Brazil.*  *Samba music.* | * Pupils show their knowledge and understanding of local, national and international history * To select and deploy information and make appropriate use of historical terminology to support and structure their work * Evaluate sources to establish evidence for particular enquiries * They investigate historical problems and issues and begin to ask their own questions   *Black History – NASA’s computer programmers, African-American Astronauts; Jeanette Epps* | * Use dates and vocabulary relating to time, including ancient, modern, BC, AD, century and decade   To select and deploy information and make appropriate use of historical terminology to support and structure their work   * Recall, select and organise historical information to produce structured work * They suggest some reasons for different interpretations of the past and they begin to recognise why some events, people and changes might be judged as more historically significant than others   *Black history link: Afro-Mexicans and slavery.* | * Use dates and vocabulary relating to time, including ancient, modern, BC, AD, century and decade * Describe and make links between events, people and some features of past societies and periods in the context of their developing chronological framework * Begin to recognise and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes * Use dates and historical vocabulary to describe periods studied | * Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. * Address and devise historically valid questions about change, cause, similarity, difference and significance. * Construct informed responses that involve thoughtful selection and organisation of relevant historical information. * Understand how our knowledge of the past is constructed from a range of sources. * Examine changes in Britain from the Stone Age to the Iron Age: late Neolithic hunter-gatherers. * *The National Curriculum Outdoors pgs 72-85* |
| **Geography** | -Increasing depth of knowledge of the UK and wider world (Y6)   -Describe and explain changes to places and how they might change in the future (Y6)   -Human geography- population and urbanisation, the use of natural resources (Y6)  | | -Carry out geographical investigations and use a variety of methods to record and present their information  -Suggest plausible conclusions from their investigations (Y6)  - Evaluate sources of information for their relevance and usefulness (Y6) | * Human geography- population and urbanisation, the use of natural resources (Y6) * Interpret OS maps using grid reference and scale * Evaluate sources of information for their relevance and usefulness (Y6) | * Increasing depth of knowledge of the UK and wider world (Y6)  * Describe and explain changes to places and how they might change in the future (Y6)  | * Interpret OS maps using grid reference and scale * Locate the geographical zones of the world and understand their significance. (including latitude and longitude, Equator, Northern hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (day and night) (Y5/6) * Describe and explain changes to places and how they might change in the future (Y6)  | * Locate the geographical zones of the world and understand their significance. (including latitude and longitude, Equator, Northern hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (day and night) (Y5/6) | * Use fieldwork to observe, measure, record and present the human and features in the local area, using a range of methods, including sketching maps. human features in the local area. * Use the eight points of a compass, symbols and keys. * Use maps and atlases to locate countries and describe features. * *The National Curriculum Outdoors pg 58 -71* |
| **ICT** | | **IT-Video makers**   * Planning a video * Gathering Footage * Put movie together * Editing * Adding music | **IT - databases**   * Gathering Information * Create a database * Navigate and search   Quizzing Unit 6.7 (Purple mash) | **Computer Science**   * Design and write a more complex program * Introduce a function * Vocab Review * Use of Various buttons   Coding Unit 6.1 (Purple mash) | **Computer Science**   * Understand a text adventure * Make a story-based text adventure * Map an existing text adventure * Code a text adventure * Evaluate a text adventure * Coding Unit 6.5 (Purple mash) | **Using the Internet**   * Understand LAN and WAN * How we access Internet * Research about the age of the internet * Future for the Internet/Technology   Networks Unit 6.6 (Purple mash) | **Digital Literacy – Let’s Communicate**   * E-safety * Blogging   Online Safety Unit 6.2 (Purple mash) |  |
| **Music** | | * Explore music from the classical era: musical styles and features; find out who were the great composers * Identify musical notes crotchets, quavers, minim, dotted crotchet, * Begin to use ‘sharp’ (#) notes * -Listen to music from a range of genres * Use correct musical vocabulary to describe music * Identify music in the Motown genre. | * Compose own lyrics and melodies for songs Use notation skills to play tuned instruments * Understand the presence of ‘rests’ in music and recognise the notation * Pause play/vocals for ‘rests’ in music * Comment on pieces of music using correct terminology * Explain clearly the difference between pulse and rhythm. * Identify Jazz style music and it’s features. * Know the historical and cultural origins of jazz music | * Describe the effect of all musical elements in pieces of music they listen to.   -Identify music from the gospel genre  -Recognise bhangra music  -Compare and contrast genres using musical terminology  -Sing in an ensemble showing control of pitch and clear diction  -Show an understanding of lyrics and their importance  -Understand the workings of a choir and how parts fit together  -Maintain a singing part in a small group. | -Listen to music by significant female artists  -Identify different musical genres  -Understand different roles of women in music; song writers, composers, singers, musicians, engineers  -Talk about pieces of music using musical terminology accurately.  -Identify instruments played in pieces of music.  -Sing songs with accurate pitch  -Identify the pulse and rhythms  -Improvise accompaniments using suitable notes.  -Create notations of accompaniments to support repeated performance. | -Add a tuned accompaniment to a song  -Perform accompaniment in ensemble or solo  -Play with correct techniques  -Sing with appropriate vocal range and accurate tuning  -Understand the importance of lyrics in story-telling  -Identify the use of harmony/backing vocals  -Identify the vocal hooks, solos and musical riffs in pieces of music.  -Identify the parts played by different instruments in songs  -Improvise within the appropriate set of musical notes. | -Recognise classical music  -Understand how they can identify the age of a piece of music  -Name specific composers and musical artists from the years’ learning  -Use appropriate instrument and notes to compose own music  -Create own rhythms  -Combine rhythms and tuned instruments collaboratively  -Prepare a performance with songs. | -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  - Improvise and compose music for a range of purposes, using the interrelated dimensions of music.  -Listen with attention to detail and recall sounds with increasing aural memory.  *The National Outdoor Curriculum pgs 128 - 141* |
| **PE** | | Games - Football/Rugby  Develop broader range of techniques and skills to effectively attack and defend.  Apply skills and tactics and principles of invasion games to work with others to keep games going through self officiating.  Play full version of game with increased effectiveness.  Self evaluate own performance and suggest ways for others to improve | Gym/Dance  Explore and improvise ideas for dance in different styles working on own with a partner and as a group.  Perform dance expressively using a range of performance skills | Health Related Fitness  Take lead in planning to improve various aspects of their own fitness.  Using Heart Rate – calculate how it changes during and after exercise.  Calculate time exercising cardiovascular and make predictions on peak zones and recovery time. | Games -  Choose range of tactics and strategies to be effective by self and as member of the team.  Compare and comment on skills, techniques and ideas in own and others performances.  Play game effectively, reading situations and responding quickly choosing what tactics would improve performance.  Officiate games with increasing confidence. | Team Games – Striking and Fielding  Choose range of tactics and strategies to be effective by self and as member of the team.  Compare and comment on skills, techniques and ideas in own and others performances.  Play game effectively, reading situations and responding quickly choosing what tactics would improve performance.  Officiate games with increasing | Athletics  Show control, consistency and stamina when running, jumping or throwing  Adapt skills and techniques to different challenges.  Show ability to pace themselves  Know how to organise and judge athletic events  Compare their athletic performances over time and take lead in planning to improve their performance. | Using tools:  -using a bow saw  -using a folding saw to cut wood into small pieces  -using a bill hook (under close supervision)  -using a sheath knife  -using secateurs to cut twigs  -using loppers to cut branches  -drilling  -using a palm drill to make small holes in wood and remove pith  -using a hand drill to make larger holes in wood  -using a hand |
| **Art/DT** | | Art – wall art/grafittit - Banksy  -Can work directly from observation and design ideas  -Can use a variety of mixed media and varied collage materials  - Can use a range of drawing media (pencil (including different grades of pencil), ink, biro, pastel, charcoal etc.)  -Can work collaboratively taking into account the ideas of others  -Can create ideas in a sketchbooks.  -Can look at and talk about the work of local artists. | Art – Inspired by Anglo-Saxon jewellery.  -Can shape, form and model with confidence and care  -Can work directly from observation and design ideas  -Can use a variety of mixed media and varied collage materials  -Can use joining techniques  - Record, collect and store visual information using digital cameras, video recorders  -Present recorded visual images using software e.g. Photostory, PowerPoint | DT – Fairground rides/Carnival costumes  -Explain how particular parts of their product work.  -Develop a simple design specification  -Use annotated sketches, cross-sections and exploded diagrams to demonstrate their ideas  -Make design decisions that take into account availability of resources.  -Select materials and components suitable for the task  -Follow appropriate safety procedures  -Accurately mark, cut, join, assemble and combine materials and components | DT – Design a Rocket or Space suit  - indicate the design features of their products that will appeal to intended users  - develop a simple design specification to guide their thinking  - select materials and components suitable for the task  - accurately measure, mark out, cut and shape materials and components  - accurately assemble, join and combine materials and components  - how to use learning from science and maths to help design and make products that work | DT – Food tech  -understand and apply the principles of a healthy and varied diet  -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | Art - Ancient Greek Pots  - Can draw the layout of the figure in motion  - Can select different techniques for different purposes: shading, smudging, cross-hatching  - Can consider scale and proportion in compositions i.e. figures and faces  -Can add tonal detail to show contrast and shadows  -Can shape, form and model with confidence and care  -Develop their mastery skills in the control and manipulation of clay  -Can adapt and improve their own work to realise their intentions.  -Can evaluate the effectiveness of their work and that of others. | Art:  -Use sketchbooks to record their observations and use them to review and revisit ideas.  -Improve their mastery of art and design techniques, including drawing with a range of materials.  -Learn about great artists in history.  - Improve their mastery of art and design techniques, including sculpting with a range of materials.  -*The National Curriculum Outdoors pgs 86-99*  DT  -Investigate and analyse a range of existing products.  -Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.  -Use research and develop design criteria to in from the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  -Select from and use a wide range of tools and equipment to perform a practical tasks (e.g. gutting, shaping, joining and finishing) accurately.  -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  -Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.  *The National Outdoor Curriculum pgs 100-113* |
| **RE**  To be updated inline with new agreed syllabus as year progresses. | | 31. What is your creed? Explore the idea of a personal creed. A small set of fundamental beliefs which guide one’s life. Examples of creeds, eg. John Maysfield’s creed, the Olympic creed, 1 Cor 15:3-4, the Apostle’s creed. What is your creed? Why? | 32. Why is the Qur’an called Holy? Revisit the story of Muhammad’s Night of Power. The belief that Muhammad was a receiver of divine revelation. Muhammad as the last in line of a long chain of prophets. Humankind’s history of forgetting God. How Muslims revere the book. | 33. Why do Jews celebrate the Sabbath? Revisit earlier work on Judaism. The Sabbath as a break from surviving to celebrating life. Embracing life in food, song, dance and drink. The story of the fox and the grapes. How the Sabbath is celebrated. Why do Jews celebrate the Sabbath? | 34. Do we have a soul? How can life be explained? How are living things different from, or are they the same as lifeless physical matter like clay, stone and rock? Do we have a non-physical extra – a soul which explains life? The creation of Adam ‘the breath of life’ Gen 2:7. | 35. Why go on pilgrimage? Why do Muslims go on pilgrimage? Pilgrimage as a journey from which you return as better person. The shoemaker’s pilgrimage. Why do Christians go on pilgrimage? The pilgrimage to Lourdes. Seeking a physical cure or a spiritual cure? | 36. What do you think God is like? How has God been shown in art? What are your ideas about God? What questions about God are important to you or which you wonder about? Is God real? Is right to wonder why God doesn’t show himself? Does God just sit back and watches? | -Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.  -Expresses with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.  *The National Outdoor Curriculum pgs 142 - 155* |
| **MfL** | | **Weather (Y5)**  -Take part in simple conversations using their knowledge of vocabulary, grammar and sentence structures.  -Identify patterns in spoken language.  -Understand longer passages of spoken text and respond providing relevant detail.  -Identify different text types and read short, authentic texts for enjoyment or information.  -Listen to and understand main points of a spoken story or song.  -Write their own dialogue to perform using a model as reference.  -Adapt known structures to use in new contexts using grammatical knowledge. | **Who am I?**  -Take part in simple conversations using their knowledge of vocabulary, grammar and sentence structures.  -Speak in longer and more complex sentences using opinions, questions, statements to express themselves.  -Understand longer passages of spoken text and respond providing relevant detail.  -Read and understand the main points and written detail in a short written passage.  -Show understand of more complex detail e.g. opinion, explanation, tense. | **Where I Live**  -Take part in simple conversations using their knowledge of vocabulary, grammar and sentence structures.  -Speak in longer and more complex sentences using opinions, questions, statements to express themselves.  -Plan out and engage in scripted conversations.  -Identify different text types and read short, authentic texts for enjoyment or information.  -Show understand of more complex detail e.g. opinion, explanation, tense.  -Write a short passage of known language accurately including; adjectives, opinions, grammar. | **Numbers 60-100**  -Take part in simple conversations using their knowledge of vocabulary, grammar and sentence structures.  -Identify patterns in spoken language.  -Adapt known structures to use in new contexts using grammatical knowledge. | **Likes/Dislikes Leisure Time**  -Take part in simple conversations using their knowledge of vocabulary, grammar and sentence structures.  -Speak in longer and more complex sentences using opinions, questions, statements to express themselves.  -Understand longer passages of spoken text and respond providing relevant detail.  -Practice increasingly longer texts aloud, containing phrases taught and using ‘authentic’ intonation and expression. | **School**  -Take part in simple conversations using their knowledge of vocabulary, grammar and sentence structures.  -Plan out and engage in scripted conversations.  -Understand longer passages of spoken text and respond providing relevant detail.  -Listen to and understand main points of a spoken story or song.  -Write a short passage of known language accurately including; adjectives, opinions, grammar. | Listen attentively to spoken language and show understanding by joining in and responding.  -Present ideas and information orally.  -Speak in sentences, using familiar vocabulary, phrases and basic language structures.  -Describe people, places, things and actions orally.  -Begin to understand basic grammar, including feminine and masculine forms and key features and patterns of the language, and how this differs from or is similar to English.  *The National Outdoor Curriculum pgs 114 - 127* |

**Outdoor Learning Continued…**

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| **Maths:**  -Draw 2D shapes using dimensions and angles.  -Compare and classify geometric shapes based on their properties and sizes and find unknown angles in triangles, quadrilaterals and regular polygons.  -Illustrate and name parts of circles, including radius, diameter and circumference.  -Recognise angles where they meet at a point.  -Describe positions on the full coordinate grid (all four quadrants)  -Draw and translate simple shapes on the coordinate plane, and reflect them in the axis.  -Recognise, describe and build simple 3D shapes, including making nets. | **English:**  -Give well-spoken description, explanations and narratives for different purposes (spoken).  -Draw inferences and justify inferences with evidence (reading)  -Identify the purpose of the writing and select the appropriate form.  -Plan writing by developing initial ideas.  -Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (writing). | **Outdoor vocabulary:**  **Scientific:** classification, inclusion, exclusion, attribute, leaf margin, venation, parallel, palmate, pinnate, compound, serrated, lobed, seed dispersal, edible, inedible, vertegrate, invertebrate, girth  **Geography:** physical and human features, orienteering, symbols, key, control point, control markers, map orientation, route map, setting a map, topographical features, names and locations of mountains/hills/rivers from around the world  **History:** paleolithic, mesolithic, meolithic, ancestors, homosapiens, adaptation, evolution, extinction, fossil  **Art and design:** palette, primary ad secondary colours, tone, blending, monochrome, shading, intensity, symmetry, sketch, contour, hatching, cross-hatching, hand-eye coordination, composition, perspective, vanishing point, receding  **DT:** function, purpose, structure, product, stable, safety, adventure, prototype, annotation, computer-aided, strengthen, stiffen, lashing, flexibility, appealing, components, pulley, tool names.  **Music:** percussion, orchestra, conduct/conductor, beat, rhythm, dynamics, crescendo/diminuendo, tempo, compose, composition, presto/lendo, soundscape, accelerando/ritardando, pulse, texture/timbre |
| **Maths vocabulary:**  Radius, diameter, circumference, vertices, face, base, triangular, vertically opposite (angles), parallel, intersecting, adjacent, perpendicular | **English vocabulary:**  Inferring, inference, deduce, hypothesis, clues, extract, narrative, generate, modify, imagery, personification, alliteration, metaphor, simile, onomatopoeia, visualise, intonation, solitary, intonation, historic language, formal language, ‘showing not telling’ |