

Netherton Moss Primary School Curriculum – Autumn Term Year 6

Our School Curriculum is underpinned by the following key drivers:

Communication Community Resilience Creativity Adventure Health

Learner Profile - Our curriculum is intended to develop learners who are:

*Inquirers Open-minded Thinkers Caring Knowledgeable
Principled Balanced Communicators Reflective Risk-takers*

Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

	Autumn 1	Autumn 2
English	Link to Year 6 English Curriculum Continuum	
	https://primarysite-prod-sorted.s3.amazonaws.com/netherton-moss/UploadedDocument/fb9a526134e34f96bf5139c82b04d749/year-6-english-curriculum-continuum.docx	
Maths	Link to Year Maths Curriculum Overview	
	https://primarysite-prod-sorted.s3.amazonaws.com/netherton-moss/UploadedDocument/94993542cf8b4af5952ff8f90fd64347/maths-curriculum-overview-year-6.docx	
Science	Living things and their habitats	Light
	<ul style="list-style-type: none"> I can give examples of animals in the five vertebrate groups and some of the invertebrate groups I can give the key characteristics of the five vertebrate groups and some invertebrate groups I can compare the characteristics of animals in different groups I can give examples of flowering and non-flowering plants 	<ul style="list-style-type: none"> I can describe with diagrams or models as appropriate how light travels in straight lines either from sources or reflected from other objects into our eyes. I can describe with diagrams or models as appropriate how light travels in straight lines past translucent or opaque objects to form a shadow of the same shape.
	Working Scientifically	Working Scientifically
	<ul style="list-style-type: none"> I can use classification materials to identify unknown plants and animals (Databases) I can create classification keys for plants and animals (Using two or more items) I can give a number of characteristics that explain why an animal belongs to a particular group 	<ul style="list-style-type: none"> I can explain how evidence from enquiries shows that light travels in straight lines I can predict and explain with diagrams or models as appropriate how the path of light rays can be directed by reflection to be seen, for example reflection in car rear view mirrors or in a periscope. I can predict and explain with diagrams or models as appropriate how the shape of shadows can be varied.
Computing	We are Game Developers	
	<ul style="list-style-type: none"> I can create and code my sprites to move and bounce I can code the sprites to move in different directions I can code sprites to hide when clicked I can code a scoring system I can code sprites to move faster when touching other sprites I can code sprites to move in random directions I can make sprites reappear after x seconds I can code the background to change when wrong sprites are clicked I can add a narrator and a time limit to the game I can debug (fix) any code that doesn't work 	
Art	Autumn Sketching	Christmas Performance
	<ul style="list-style-type: none"> I can work from a variety of sources including observation, I can carry out preliminary studies, trying out different media and materials and mixing appropriate colours. I can use dry media to make different marks, lines, patterns and shapes within a drawing. I can explore colour mixing and blending techniques with coloured pencils. I can use different techniques for different purposes i.e. shading, hatching within their own work. 	<ul style="list-style-type: none"> I can develop a painting from a drawing. I can add collage to a painted, printed or drawn background. I can create imaginative work from a variety of sources e.g. observational drawing, themes, story, poetry, music. I can mix and match colours to create atmosphere and light effects.
DT	Cookery - Souper Squashes & Greek Food	Construction
	<ul style="list-style-type: none"> I can weigh and measure using scales. I can select and prepare foods for a particular purpose. I can work safely and hygienically. I can use a range of cooking techniques. I know where and how ingredients are grown and processed. I can explore seasonality of vegetables and fruit. I can wash and rinse equipment, paying attention to detail, e.g. glasses, graters 	<ul style="list-style-type: none"> I can use the correct terminology for tools materials and processes. I can use bradawl to mark hole positions. I can join materials using appropriate methods. I can build frameworks to support mechanisms. I can stiffen and reinforce complex structures.

Music	Clarinets & Singing	
	<ul style="list-style-type: none"> I can name all the parts of a clarinet and describe their purpose. I can assemble a clarinet correctly so that it is ready to play. I can adopt the correct posture for playing the clarinet successfully. I can use the correct hand position in order to play successfully. I can achieve the correct embouchure. I can play simple pieces of music using a range of letters moving to attempt the use of musical notation. I can sing or play using correct phrasing showing understanding of how to add expression I can perform by ear and using simple notations. 	
History	Ancient Greece	
	<ul style="list-style-type: none"> I can explain how and why empires grow. I can explain the chronology of a timeline. I can explain how the political system worked in Ancient Greece. I can compare this system with other political systems. I can compare different city-states and recall facts about the Battle of Marathon. I can find out about Ancient Greek gods and goddesses and am able to use this knowledge to plan my own Greek myth. I can use a range of sources to find out about the past and then present my findings. 	
Geography	Mapping Skills- locational knowledge and orienteering	Modern Greece
	<ul style="list-style-type: none"> I can 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). I can use eight cardinal points to give directions and instructions. I can follow routes on maps describing what can be seen. 	<ul style="list-style-type: none"> I can identify which continent can you find Greece? I can Locate Greece on a map I can name the four countries that border Greece. I can state three facts about Athens I can explain what is meant by a Mediterranean climate I can identify which is the largest Greek island? I can explain why is Greece known as the 'cradle of Western civilisation'? I can give two reasons why Greece is popular with tourists
PE 1	Orienteering	Real PE: Cardio – Ball Skills (FUNS 9) Agility
	<ul style="list-style-type: none"> I know some of the symbols on a orienteering map. I know how set a map. Know how to keep the map "set or "orientated" when they move around a simple course. I know the eight points of a compass. I can record information accurately at the control marker. I can plan effectively to visit as many markers in the time allowed. I can run safely with a map around a simple orienteering course. I can navigate to a control marker on a score event course. 	<ul style="list-style-type: none"> To perform a stag jump and split leap. To perform pike rolls. To perform a squat through vault. To perform a round-off To independently plan a sequence of gymnastics movements that are creatively linked together To perform a gymnastics sequence in a pair or group in time to music.
PE 2	Tennis	Dance
	<ul style="list-style-type: none"> I can change speed and direction easily i.e. dodging and swerving. I can travel with an object i.e. running or dribbling a ball with/without equipment. I can perform a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed. I can hold and swing the racket well and play shots on both sides of the body and above their heads. I can play shots with reasonable accuracy. I can keep a rally going that is not cooperative 	<ul style="list-style-type: none"> I can remember, practise and combine complex dance phrases. I can create movement patterns similar to a I can create a narrative through movement. known dance. I can respond to a variety of ideas. I can select appropriate movements to fit with a chosen dance style. I can suggest and make improvements to my dance phrase.
RE	Christianity	Islam
	<ul style="list-style-type: none"> I can use reasoning and examples to express insights into the relationships between different beliefs, teachings and world issues. 	<ul style="list-style-type: none"> I can interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. I can consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.
PSHE	Expectations and safety	Resilience
	<ul style="list-style-type: none"> I am aware of my immediate and wider environment and help look after it. I understand that the ways that rules keep us safe. I can respect the rules of groups to which I belong and contribute to making rules. I understand how to stay safe online. I can explain why it is important not to trust everything online I understand how to stay safe in different environments outside of school. 	<ul style="list-style-type: none"> I feel confident to take risks and deal with different challenges within my learning. I can approach different aspects of learning with a positive mindset and have the confidence to have a go. I can persevere and become a resourceful problem solver. I am aware of my aspirations for the future.
Spanish	Consolidation - Greetings/numbers	Weather
	<ul style="list-style-type: none"> I can recap the most necessary language needed for the classroom and get pupils to think about why Spanish is an important language to learn. I can revise and extend knowledge of the numbers needed to tell the time I can learn how to ask for and give the time (hour, half and quarter) I can consolidate and extend the ability to ask for / give the time I can say 'at ... o'clock. I can say numbers up to 1000 	<ul style="list-style-type: none"> I can talk about the weather using the correct vocabulary. I can talk about the 4 seasons I can talk about the weather and environment during the 4 seasons I can talk about the different climates in Spain

Netherton Moss Primary School Curriculum – Spring Term Year 6

Our School Curriculum is underpinned by the following key drivers:

Communication Community Resilience Creativity Adventure Health

Learner Profile - Our curriculum is intended to develop learners who are:

*Inquirers Open-minded Thinkers Caring Knowledgeable
Principled Balanced Communicators Reflective Risk-takers*

Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

Spring 1

Spring 2

Link to Year 6 English Curriculum Continuum

<https://primarysite-prod-sorted.s3.amazonaws.com/netherton-moss/UploadedDocument/fb9a526134e34f96bf5139c82b04d749/year-6-english-curriculum-continuum.docx>

Link to Year Maths Curriculum Overview

<https://primarysite-prod-sorted.s3.amazonaws.com/netherton-moss/UploadedDocument/94993542cf8b4af5952ff8f90fd64347/maths-curriculum-overview-year-6.docx>

Electricity

- I can make electric circuits and demonstrate how variation in the working of particular components, such as the brightness of bulbs can be changed by increasing or decreasing the number of cells or using cells of different voltages
- I can draw circuit diagrams of a range of simple series circuits using recognised symbols

Working Scientifically

- I can incorporate a switch into a circuit to turn it on and off
- I can change cells and components in a circuit to achieve a specific effect
- I can communicate structures of circuits using circuit diagrams with recognised symbols
- I can devise ways to measure brightness of bulbs, speed of motors, volume of a buzzer during a fair test
- I can predict results and answer questions by drawing on evidence gathered

We are App Developers

- I understand that a smartphone is a programmable computer
- I can describe the input and output capabilities of a smartphone
- I can use GPS to geolocate photographs or other media
- I can identify how a smartphone app might address problems they identify
- I understand how search engines (including dedicated search engines) select and rank results
- I can prepare a presentation relating to the key features of smartphone apps.

Great Artist Study: Giacometti

- I can explore the roles and purposes of artists, working in different times.
- I can plan a sculpture through drawing and other preparatory work
- I can develop skills in using clay including slabs, coils, slips, etc.
- I can use man-made materials to create sculptures.

Cookery Real Meals & Global Scouse Day

- I am able to prepare from scratch a range of main course dishes and puddings
 - I can follow text-based recipe instructions
 - I can measure accurately using a measuring jug,
 - I can use a vegetable peeler or serrated knife to remove skin,
 - I can use a flat or handheld grater over a bowl,
 - I can bake - place and remove dishes in the oven safely,
 - I can stir-fry raw meat, followed by vegetables, on the hob, ensuring that the meat is thoroughly cooked
- I can remove and tidy all items of equipment and clean work surfaces

Playing the Clarinet/Keyboard

- I can name all the parts of a clarinet/keyboard and describe their purpose.
- I can assemble a clarinet correctly so that it is ready to play.
- I can adopt the correct posture for playing the clarinet/keyboard successfully.
- I can use the correct hand position in order to play successfully.
- I can achieve the correct embouchure when playing the clarinet.
- I can play simple pieces of music using a range of letters moving to attempt the use of musical notation.

History	The Viking and Anglo-Saxon struggle for the Kingdom of England	
	<ul style="list-style-type: none"> I can explain when and where the Vikings came from and why they raided Britain. I can compare the significance of Anglo-Saxon kings during the Viking period. I can explain who King Ethelred II was and say when and why Danegeld was introduced. I can identify and explain key aspects of Viking life. I can explain how the legal system worked in Anglo- Saxon and Viking Britain. I can explain how the last Anglo-Saxon kings shaped Britain. 	
Geography	Great Rivers of the World	
	<ul style="list-style-type: none"> I can explain that the water cycle keeps going. I can use a legend to find rivers on a map. I can identify the sea a river flows into. I can identify the place in which the source of a river is found. I can compare the length of rivers. I can compare the features of a river at different points along its course. I can explain how meanders form. I can identify meanders on a map and photograph. I can sort the ways rivers are used into categories. 	
PE 1	Real PE-Ball Co-ordination and Agility/Cognitive focus	Real PE- Balance/Social focus
	<ul style="list-style-type: none"> I can keep my head up, look forward and keep my eye on the ball. I can maintain a ready position with knees bent/feet apart. I can start quickly and accelerate by pushing off hard with my feet. I can concentrate on performing movements smoothly to begin with and then gradually increase their speed. I can look around me and think ahead to see where the space is. Identify specific strengths and weaknesses within the opposition. I can try different tactics and strategies to see what works. 	<ul style="list-style-type: none"> I can keep core muscles tight with a straight body. I can move with fluidity and demonstrate controlled movements. I can counter balance with other teammates, considering size and weight differences. I can give specific feedback on what others have done well. I can take responsibility for making sure everyone is clear on what they are doing. I can use a combination of praise, positive body language and challenge to motivate other team members.
PE 2	Hockey	Tag Rugby
	<ul style="list-style-type: none"> I can use a range of skills to keep possession and make progress towards a goal or target on their own and with others. I can choose when to pass or dribble, so they keep possession and make progress towards the goal. I can use a range of tactics to keep possession of the ball and get into positions to shoot or score. I know how to mark and defend their goal(s). I know ways of keeping the ball away from defenders. How to mark a player and space. I can intercept and tackle to get the ball back. 	<ul style="list-style-type: none"> I can change speed and direction easily i.e. dodging and swerving. I can travel with an object i.e. running or dribbling a ball with/without equipment. I can perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed. I can shoot and score accurately in a range of ways. I can take a shot from a distance and from close range.
RE	Hinduism	Christianity
	<ul style="list-style-type: none"> I know why people pray to symbols or icons. I have looked at the responsibilities of Hindus and their lifestyles. I know what Namakaran is (naming ceremony) I know what Upanayana is (sacred thread ceremony) I have explored and discussed Hindu Weddings. I understand Hindus beliefs about death and funeral customs. I am able to describe what symbols or icons influence my life / assessment of module. 	<ul style="list-style-type: none"> I can describe who has inspired me in my life? I can say why are they inspirational? I know the achievements of Martin Luther King. I have explored the achievements of Mary, the Mother of Jesus. I can explain what characteristics I think make someone inspirational? / Assessment of module.
PSHE	Job Junction Raising Aspirations & Careers	
	<ul style="list-style-type: none"> I know what is meant by a 'career' and understand the importance of employment and the responsibilities and benefits it brings I can recognise my achievements and can identify a set of personal qualities that will be important for the future I know what education, skills and train mean for work and society I know what it means to be 'committed and motivated' I understand the importance of working collaboratively toward shared goals I know about different ways of achieving and celebrating personal goals I understand how having high aspirations can support personal achievements I can set personal targets for my future. 	
Spanish	Music	
	<ul style="list-style-type: none"> I can use an online dictionary to look up new words (instruments). I can ask about and say which instruments I play. I can listen to and understand a song in Spanish I can learn some new adjectives to give reasons to answers, using 'porque'. I can use dialogues to ask and answer questions about instruments and music. I can create my own song/rap in Spanish I can sing/rap a song in Spanish confidently. I can evaluate and give feedback on a song or rap to others. 	

Netherton Moss Primary School Curriculum – Summer Term Year 6		
Our School Curriculum is underpinned by the following key drivers:		
Communication Community Resilience Creativity Adventure Health		
Learner Profile - Our curriculum is intended to develop learners who are:		
Inquirers Open-minded Thinkers Caring Knowledgeable Principled Balanced Communicators Reflective Risk-takers		
Knowledge, Skills and Disposition (KSD) statements		
What the children should know and be able to do as a result of their taught curriculum experiences		
	Summer 1	Summer 2
English	Link to Year 6 English Curriculum Continuum	
	https://primarysite-prod-sorted.s3.amazonaws.com/netherton-moss/UploadedDocument/fb9a526134e34f96bf5139c82b04d749/year-6-english-curriculum-continuum.docx	
Maths	Link to Year Maths Curriculum Overview	
	https://primarysite-prod-sorted.s3.amazonaws.com/netherton-moss/UploadedDocument/94993542cf8b4af5952ff8f90fd64347/maths-curriculum-overview-year-6.docx	
Science	Evolution and Inheritance <ul style="list-style-type: none"> I can explain the process of evolution. I can give examples of how plants and animals are suited to an environment. I can give examples of how an animal or plant has evolved over time e.g. penguin, peppered moth. I can give examples of living things that lived millions of years ago and the fossil evidence we have to support this. I can give examples of fossil evidence that can be used to support the theory of evolution. 	Animals including humans <ul style="list-style-type: none"> I can draw a diagram of the circulatory system and label the parts and annotate it to show what the parts do I can produce a piece of writing that demonstrates the key knowledge e.g. explanation text, job description of the heart
	Working Scientifically <ul style="list-style-type: none"> I can identify characteristics that will make a plant or animal suited or not suited to a particular habitat I can link the patterns seen in the model to the real examples I can explain why the dominant colour of the peppered moth changed over a very short period of time 	Working Scientifically <ul style="list-style-type: none"> I can use the role play model to explain the main parts of the circulatory system and their role I can use subject knowledge about the heart whilst writing conclusions for investigations I can explain both the positive and negative effects of diet, exercise, drugs and lifestyle on the body I can present information e.g. in a health leaflet describing impact of drugs and lifestyle on the body
Computing	We are Game Developers	
	<ul style="list-style-type: none"> I can create and code my sprites to move and bounce I can code the sprites to move in different directions I can code sprites to hide when clicked I can code a scoring system I can code sprites to move faster when touching other sprites I can code sprites to move in random directions I can make sprites reappear after x seconds I can code the background to change when wrong sprites are clicked I can add a narrator and a time limit to the game I can debug (fix) any code that doesn't work 	
Art	Great Artist Study: Giacometti <ul style="list-style-type: none"> I can explore the roles and purposes of artists, working in different times. I can plan a sculpture through drawing and other preparatory work I can develop skills in using clay including slabs, coils, slips, etc. I can use man-made materials to create sculptures. 	Spring Greens <ul style="list-style-type: none"> I can use different techniques for different purposes i.e. shading, hatching within their own work. I can start to develop their own style using tonal contrast and mixed media. I will begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.
	3d Construction Equipment <ul style="list-style-type: none"> Identify and use a wide range of tools. Use tools accurately and safely to a marked line. Identify and use a wide range of materials. Use appropriate finishing techniques for the project. Identify and use a wide range of tools. Use tools accurately and safely to a marked line. Identify and use a wide range of materials. Use appropriate finishing techniques for the project. 	Cookathon & Leavers Meal <ul style="list-style-type: none"> Identify food products taking into account the properties of ingredients and sensory characteristics. Calculate and measure using scales. Identify and prepare foods for a particular purpose. Handle safely and hygienically. Use a range of cooking techniques. Explain where and how ingredients are grown and processed. Consider the influence of chefs e.g. Jamie Oliver - Healthy Meals

Music	Playing the Clarinet/Keyboard	
	<ul style="list-style-type: none"> I can name all the parts of a clarinet/keyboard and describe their purpose. I can assemble a clarinet correctly so that it is ready to play. I can adopt the correct posture for playing the clarinet/keyboard successfully. I can use the correct hand position in order to play successfully. I can achieve the correct embouchure when playing the clarinet. I can play simple pieces of music using a range of letters moving to attempt the use of musical notation. 	
History	Local History Study – Liverpool in World War II	
	<ul style="list-style-type: none"> I can explain why World War II began and order events from early World War II on a timeline. I can empathise with evacuee from World War II and understand why this happened in cities like Liverpool. I can describe how people's diets were different during World War II and answer questions about the implementation of rationing. I can find out about the dangers of the Blitz and how it affected the lives of the people living in Liverpool. I can understand the importance of the city of Liverpool during the war and the contribution it made to the survival of the British people and the eventual allied victory. 	
Geog.	Map Skills- counties/cities of UK/Europe (Countries in WW2)	
	<ul style="list-style-type: none"> I can name and locate counties and cities of the United Kingdom. I can name and locate countries and cities of significance in WW2 I can use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. 	
PE 1	Real PE- Footwork co-ordination/Health and Fitness focus	Real PE- Agility ball chasing/ Personal focus
	<ul style="list-style-type: none"> I can keep my feet close to the ground as I move. I can keep my head up and back straight throughout. I can maintain a ready position (feet shoulder width, bend knees and have hands ready). I can explore different footwork patterns. I can describe the basic fitness components. I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. 	<ul style="list-style-type: none"> I can turn with a reverse pivot, bend my knees and push off. I can use my peripheral vision to spot the ball and then react quickly. I can run well past the ball to give myself more time. I can get into a stable position as early as I can. I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice. I can accept critical feedback and make changes.
PE 2	Cricket & Rounders	Athletics & Sports Week
	<ul style="list-style-type: none"> I can demonstrate different ways of striking a ball using different equipment (e.g. rounders, cricket). I can catch a small ball with two hands. I can stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately. I can bowl underarm and overarm with increasing accuracy and speed. I can retrieve, intercept and stop a ball when fielding. 	<ul style="list-style-type: none"> I can take on a leadership role, supporting my younger peers. I can build team morale and give positive feedback. I can try to improve on my personal best in one athletics event. I can apply my Real PE skills of co-ordination, agility and balance to a range of different sporting events during Sports Week. I can compete in 4+ team events.
RE	Judaism	Christianity
	<p>Children will have the opportunity to:</p> <ul style="list-style-type: none"> Know what makes a good leader? Who is Moses? Recap the Ten Commandments. How can they be upheld? Understand the persecution of the Jews during WW11. Know who was Anne Frank? What can we do to make sure all children are treated equally? Know what is the World Jewish Relief Organisation and what do they do? 	<p>Children will have the opportunity to:</p> <ul style="list-style-type: none"> Answer the question, Do you believe in fate? Who was Mohandes 'Mahatma Gandhi'? <p>Learn about:</p> <ul style="list-style-type: none"> Gandhi and the Salt March. Gandhi and their movement for independence. Gandhi and the partition of India. Gandhi's principles (non violence, vegetarianism etc).
	<ul style="list-style-type: none"> I can describe why people belong to religions. I can ask and suggest answers to questions of identity, belonging, meaning, purpose, truth, values and commitments, relating them to my own and others' lives. 	<ul style="list-style-type: none"> I can use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. I can explain what inspires and influences me, expressing my own and others' views on challenges of belonging to a religion.
PSHE	Relationship & Sex Education	Big School
	<ul style="list-style-type: none"> I understand the importance of keeping clean; am able to name parts of the human body using correct terminology and give an explanation of the functions of the different systems in the body. I am able to name the sexual and reproductive parts of the human body using correct terminology; describe the main physical and emotional changes in puberty for boys and girls. I understand the emotions and responsibilities that come with choosing to have sexual intercourse and the laws and rights that surround the issue. I understand that contraception is used to prevent pregnancy. I can describe how conception occurs and the main stages of development of a baby in the uterus, describing each stage in some detail and understanding the chronology. I am able to list the needs of a new-born baby and name a corresponding responsibility for the adults responsible for the child's care. I understand which responsibilities can at times be performed by the wider family. I know what STI, HIV and AIDS mean; and can identify how STIs are transmitted and ways of reducing the risks. I am able to identify when sexualised images are presenting a certain image of lifestyle and seeking to persuade people to behave in a certain way. They will understand the dangers of pornography. I have had the opportunity to discuss a range of family relationships; describe the different qualities associated with friends and with family; I can explain the meaning of the word 'love' and the different meanings 'love' has and demonstrate skills to prevent conflict between friends. I can describe the different qualities associated partners in long-term personal relationships or marriage; explain the meaning of the word 'love' and the different meanings 'love' has; I can identify the qualities needed for successful, happy and safe relationships? I can explain where to seek advice and support about the changes that occur during puberty, and other issues around Sex and Relationships. 	<ul style="list-style-type: none"> I have positive recollections of my time at primary school. I can identify the differences between primary and secondary school. I can describe how it might feel to move to secondary school. I can explain different ways of managing change. I understand how my attitudes and friendships may change during my first year at secondary school. I understand that secondary schools have support systems I can access.

Spanish	Music
	<ul style="list-style-type: none">• I can use an online dictionary to look up new words (instruments).• I can ask about and say which instruments I play.• I can listen to and understand a song in Spanish• I can learn some new adjectives to give reasons to answers, using 'porque'.• I can use dialogues to ask and answer questions about instruments and music.• I can create my own song/rap in Spanish• I can sing/rap a song in Spanish confidently.• I can evaluate and give feedback on a song or rap to others.