

	Autumn 1 <sup>st</sup>	Autumn 2 <sup>nd</sup>	Spring 1 <sup>st</sup>	Spring 2 <sup>nd</sup>	Summer 1 <sup>st</sup>	Summer 2 <sup>nd</sup>
<p align="center"><b>Maths</b></p> <p align="center">(see White Rose Maths Hub for more details)</p>	Number - Place value Number - Addition, Subtraction, Multiplication and Division	Fractions	Number - Decimals Number - Percentages Measurement	Number - Algebra Number - ratio Geometry and Statistics	Geometry - Properties of shapes Geometry - position and direction	Post SATS Project
<p align="center"><b>English</b></p>	<p><b>Pig Heart Boy</b>            Persuasive writing - Why should people visit the National Parks?</p> <p>Explanation text on how the heart works. (Science)</p> <p>Short stories            The Promise</p>	<p><b>Street Child</b>            Recount to Gressingham</p> <p>Biography: Dr Barnardo, (History)</p> <p>Diary / character descriptions using Street Child (History)</p> <p>Historical narrative: Street Child by Bernie Doherty (History)</p>	<p>Narrative: <b>Wonder</b> by R.J. Palacio</p> <p>Discussion - Letter to Queen Victoria (persuasive writing)</p>	<p>Diary: Living in the Blitz - extracts from <b>Whistling in the Dark</b> (Shirley Hughes)</p> <p>Newspaper / journalistic writing: D-Day Landings / Blitz</p>	<p>Explanation of the water cycle.</p> <p>Non-chronological report on the features found along the course of a river.</p>	<p>Macbeth Shakespeare - <b>Trip to Globe</b>.</p> <p>Follow Rising Stars scheme of work.</p> <p>Write a modern day version of one of the acts.</p>

<p style="text-align: center;"><b>Grammar, Punctuation and Spelling</b></p>	<p>Grammar termly recap: linked to writing: relative clauses and relative pronouns, modal verbs, parenthesis inc brackets, dashes, commas, determiner, ambiguity, cohesion</p> <ul style="list-style-type: none"> <li>□ Heading, sub-headings, structural devices</li> <li>□ Subjunctive form and formal /informal writing</li> <li>□ statement/que</li> </ul>	<p>Grammar termly recap: linked to writing: relative clauses and relative pronouns, modal verbs, parenthesis inc brackets, dashes, commas, determiner, ambiguity, cohesion</p> <ul style="list-style-type: none"> <li>□ fronted adverbials</li> <li>□ Heading, sub-headings, structural devices</li> <li>□ Perfect tense</li> </ul>	<p>Grammar termly recap: linked to writing: relative clauses and relative pronouns, modal verbs, parenthesis inc brackets, dashes, commas, determiner, ambiguity, cohesion</p> <ul style="list-style-type: none"> <li>□ fronted adverbials</li> <li>□ expanded noun phrases</li> <li>□ perfect tense</li> <li>□ punctuation</li> </ul> <p>RECAP: statement/questio</p>	<p>Grammar termly recap: linked to writing: relative clauses and relative pronouns, modal verbs, parenthesis inc brackets, dashes, commas, determiner, ambiguity, cohesion</p> <ul style="list-style-type: none"> <li>□ Heading, sub-headings, structural devices</li> <li>□ Subjunctive</li> <li>□ Formal/ informal including types of speech e.g. 'said' vs 'reported'</li> </ul>	<p>Grammar termly recap: linked to writing: relative clauses and relative pronouns, modal verbs, parenthesis inc brackets, dashes, commas, determiner, ambiguity, cohesion</p> <ul style="list-style-type: none"> <li>□ Heading, sub-headings, structural devices</li> <li>□ Subjunctive</li> <li>□ Expanded noun phrases</li> </ul> <p>RECAP</p>	<p>Grammar: RECAP Year 5/6 grammar as required</p> <p>Punctuation: Semi-colon, colon, dash</p> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>□ Synonyms</li> <li>□ Revision</li> <li>□ Strategies</li> <li>□ Words ending in -ant, -ence, -ency</li> <li>□ Homophones including commonly misspelt homophones</li> </ul>

	<p>stion/command, inverted commas, direct speech, apostrophes for contractions and possession</p> <ul style="list-style-type: none"> <li>□ Semi-colon, colon, dash</li> <li>□ Bullet points</li> <li>□ Active and passive voice</li> <li>□ Subject and object</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>□ Synonyms</li> <li>□ Curriculum words</li> <li>□ Strategies</li> <li>□ -able, -ably, -ible, -ibly</li> <li>□ Suffixes ending</li> </ul>	<ul style="list-style-type: none"> <li>□ Subjunctive</li> <li>□ Formal/informal including types of speech e.g. 'said' vs 'reported'</li> <li>□ Expanded noun phrases</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>□ Hyphens</li> <li>□ Semi-colon, colon, dash</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>□ Active and passive voice</li> <li>□ Subject and object</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>□ Synonyms</li> <li>□ Curriculum words</li> </ul>	<p>n/command, inverted commas, direct speech, apostrophes for contractions and possession</p> <ul style="list-style-type: none"> <li>□ Hyphens</li> <li>□ Semi-colon, colon, dash</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>□ Synonyms</li> <li>□ -ough</li> <li>□ HFW</li> <li>□ Words ending -ial and -tial</li> <li>□ Proof reading</li> <li>□ Strategies</li> <li>□ Generating words from prefixes</li> </ul>	<p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>□ Semicolons, colons, dashes</li> <li>□ Active and passive voice</li> <li>□ Subject and object</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>□ Synonyms</li> <li>□ Strategies</li> <li>□ Homophones</li> <li>□ Proof reading</li> <li>□ Generating words from prefixes and roots</li> </ul>	<p>statement/question/command, inverted commas, direct speech, apostrophes for contractions and possession</p> <ul style="list-style-type: none"> <li>□ Semi-colon, colon, dash</li> <li>□ Active and passive voice</li> <li>□ Subject and object</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>□ Synonyms</li> <li>□ Strategies</li> <li>□ Words ending -ant, -ance and -gency</li> <li>□ Proofreading</li> <li>□ Root words and</li> </ul>
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	<p>-fer [SEP]</p> <p>□ Proof reading in sentences and paragraphs [SEP]</p>	<p>□ Strategies [SEP]</p> <p>□ Homophones 'ce' and 'se' [SEP]</p> <p>□ Words that end -cious and -tious [SEP]</p>			<p>meaning [SEP]</p> <p>[SEP]</p>	
<p><b>Science</b></p>	<p><b>Animals including humans</b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function [SEP]</p> <p>Describe the ways</p>	<p><b>Light</b></p> <p>To explain that we see things because light travels from light sources to our eyes</p> <p>To recognise that mirrors change the direction of light</p> <p>To know how mirrors can be used to see things that cannot be seen directly</p> <p>Recognise that Newton worked on ideas other than forces. Look at how</p>	<p><b>Evolution and inheritance</b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>	<p><b>Electricity</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p>	<p><b>Living things and their habitats</b></p> <p>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</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p><b>Scientists and inventors.</b></p> <p>Study of the following people:</p> <p>Stephen Hawking          Libbie Hyman          The DNA Race          Alexander Fleming          Mary Leakey          Steve Jobs</p>

	<p>in which nutrients and water are transported within animals, including humans.</p>	<p>Newton separated white light into the spectrum</p> <p>To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>SEP</p>	
<p><b>Geography</b></p>	<p><b>Who are Britain's national parks for?</b></p> <p>Locating, and investigating national parks and their key features.</p> <p>Identifying human and physical features. Looking at how visitors are encouraged and what activities are in place to attract people to the area.</p>			<p><b>How is fair trade fair?</b></p> <p>Looking at trade routes and how trade shapes communities and livelihoods.</p> <p>Investigating the factors that affect traders and what fair trade means.</p>	<p><b>How is climate change affecting the world?</b></p> <p>Looking at worldwide locations and exploring the different impact that global warming is having on the environment and the people who live there.</p>	

History		<p><b>Why did Britain once rule the largest empire the world has ever seen?</b></p> <p>Pupils to understand arguably the most influential and far-reaching dimension of British history post-1066 - that of the establishment, expansion and ultimate decline of the largest empire the world has ever seen. The British Empire reached its peak in 1921 and pupils are encouraged to appreciate not only the geographical extent of British imperialism at that time, but also to evaluate the major reasons why Britain wanted and sought</p>	<p><b>The story of the Trojan Horse: historical fact, legend or classical myth?</b></p> <p>Pupils will explore the causes and consequences of this 10-year war and in particular to evaluate the conflicting evidence relating to the famous story of the so-called Trojan Horse, which has been passed down through the generations. Did the Trojan War really end with the defenders of Troy being duped into both accepting a huge hollow horse and then wheeling it back into what</p>			<p><b>Shang Dynasty- How did a pile of dragon bones help to solve and Ancient Chinese mystery?</b></p> <p>Pupils to identify, describe and compare and contrast the lives of people in different sections of Shang society and explain why our understanding of the Shang people as a whole is a very limited one. They will understand that the vast majority of objects and inscriptions that the Shang left behind provide an insight only into the ways of life of a tiny minority of</p>

		<p>dominion over what grew to encompass a quarter of the world's land area and its population.</p>	<p>until then had been an impregnable fortress? And without checking inside it first! As the enquiry unfolds, the pupils are supported to interrogate and reflect upon the nature of the evidence (written, visual depictions and archaeological) that exists to corroborate the story.</p>			<p>people: the wealthy and most privileged.</p>
<p>PE</p>	<p>Gym<sup>[SEP]</sup>develop flexibility, strength, technique, control and balance.</p> <p>Tag rugby<sup>[SEP]</sup>develop flexibility, strength, technique, control</p>	<p>Dance -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -perform dances using a range of movement patterns - develop flexibility,</p>	<p>Hockey -develop flexibility, strength, technique, control and -use running, jumping, in isolation and in combination -play competitive games, modified where and apply basic -principles suitable for</p>	<p>Football -develop flexibility, strength, technique, control and -use running, jumping, in isolation and in combination<sup>[SEP]</sup>play competitive games, modified where and apply basic<sup>[SEP]</sup>principles</p>	<p>Athletics -compare their performances with previous ones and demonstrate improvement to<sup>[SEP]</sup>achieve their personal best<sup>[SEP]</sup> - develop flexibility, strength, technique, control and balance.</p>	<p>Athletics -compare their performances with previous ones and demonstrate improvement to achieve their personal best. - develop flexibility, strength, technique, control and balance.</p>

	<p>and balance -use running, jumping, throwing and catching in isolation and in combination- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p>strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Netball -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]- use running, jumping, throwing and catching in isolation and in combination-play competitive games, modified where appropriate [for example, badminton,</p>	<p>attacking and defending.</p> <p>Problem solving/fitness - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic</p>	<p>suitable for attacking and defending.</p>	<p>Cricket -develop flexibility, strength, technique, control and -use running, jumping, throwing and catching in isolation and in combination- play competitive games, modified where appropriate</p>	<p>Cricket/Rounders -develop flexibility, strength, technique, control and -use running, jumping, throwing and catching in isolation and in combination- play competitive games, modified where appropriate</p>
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		basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	principles suitable for attacking and defending			
<b>Computing</b>	<p><b>We are game developers</b></p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. •</li> </ul>	<p><b>We are cryptographers</b></p> <ul style="list-style-type: none"> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for</li> </ul>	<p><b>We are model controllers (linked to DT)</b></p> <ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of</li> </ul>	<p><b>We are web developers</b></p> <ul style="list-style-type: none"> <li>□ Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; &amp; the opportunities they offer for communication and collaboration.</li> <li>□ Use search technologies effectively, appreciate how results are</li> </ul>	<p><b>We are bloggers</b></p> <ul style="list-style-type: none"> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design</li> </ul>	<p><b>We are architects</b></p> <ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and</li> </ul>

	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</p>	<p>communication and collaboration. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways</p>	<p>input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>selected and ranked, and be discerning in evaluating digital content. □ Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems &amp; content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. □ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;</p>	<p>and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Be discerning in evaluating digital content.</p>	<p>content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
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<p style="text-align: center;"><b>French</b></p>	<ul style="list-style-type: none"> <li>□ listen attentively to spoken language and show understanding by joining in and responding <small>[SEP]</small></li> <li>□ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help <small>[SEP]</small></li> <li>□ develop accurate pronunciation and intonation <small>[SEP]</small></li> <li>□ read carefully and show understanding of</li> </ul>	<ul style="list-style-type: none"> <li>□ describe people, places, things and actions orally and in writing <small>[SEP]</small></li> <li>□ understand basic grammar <small>[SEP]</small></li> <li>□ how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li> <li>□ speak in sentences, using familiar <small>[SEP]</small>vocabulary, phrases and basic language structures <small>[SEP]</small></li> <li>□ Appreciate stories, songs,</li> </ul>	<ul style="list-style-type: none"> <li>□ broaden their vocabulary and <small>[SEP]</small>develop their ability to understand new words <small>[SEP]</small></li> <li>□ present ideas and information orally to a range of audiences <small>[SEP]</small></li> <li>□ write phrases from memory, and adapt these to create new sentences, to express ideas clearly <small>[SEP]</small></li> <li>□ explore the patterns and sounds of <small>[SEP]</small>language through songs and rhymes and link the</li> </ul>	<ul style="list-style-type: none"> <li>□ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help <small>[SEP]</small></li> <li>□ broaden their vocabulary and <small>[SEP]</small>develop their ability to understand new words <small>[SEP]</small></li> <li>□ explore the patterns and sounds of <small>[SEP]</small>language through songs and rhymes and link the spelling, sound and meaning of words <small>[SEP]</small></li> </ul>	<ul style="list-style-type: none"> <li>□ describe people, places, things and actions orally and in writing <small>[SEP]</small></li> <li>□ understand basic grammar <small>[SEP]</small></li> <li>□ how to apply these, for instance, to build sentences; and how these differ from or are similar to English <small>[SEP]</small></li> <li>□ read carefully and show understanding of words, phrases and simple writing <small>[SEP]</small></li> </ul>	<ul style="list-style-type: none"> <li>□ listen attentively to spoken language and show understanding by joining in and responding <small>[SEP]</small></li> <li>□ present ideas and information orally to a range of audiences <small>[SEP]</small></li> <li>□ develop accurate pronunciation and intonation <small>[SEP]</small></li> <li>□ describe people, places, things and actions orally and in writing <small>[SEP]</small></li> </ul>

	words, phrases and simple writing	poems & rhymes in the language.	spelling, sound and meaning of words			
Design and Technology		<p>Combining Different Fabrics</p> <p>Designing</p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>• Formulate step-by-step plans and, if appropriate, allocate tasks within a team.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Investigate and analyse textile</li> </ul>	<p>Investigating Frame Structures</p> <p>Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources.</p> <ul style="list-style-type: none"> <li>• Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.</li> <li>• Generate, develop and model innovative ideas,</li> </ul>			

		<p>products linked to their final product.</p>	<p>through discussion, prototypes and annotated sketches.</p> <p>Understand how to strengthen, stiffen and reinforce 3-D frameworks.</p> <ul style="list-style-type: none"> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>			
<p style="text-align: center;"><b>Art</b></p>	<p><b><u>Painting</u></b>  <b>Focus artists:</b>  <b>Patrick Heron,</b>  <b>Patrick Caulfield and</b>  <b>Picasso</b></p> <ul style="list-style-type: none"> <li>• Begin to link artists to key historical movements/ events.</li> <li>• Continue to use sketchbooks and annotate their work in them.</li> <li>• Look at the work of Patrick Heron. Children collect images of natural</li> </ul>				<p><b><u>Printing</u></b>  <b>Focus Artists: Chinwe, Chukwuogo- Roy and Banksy</b></p> <ul style="list-style-type: none"> <li>• Demonstrate experience in a range of printing techniques and be able to describe the processes.</li> <li>• Use 'Reduction block' print technique from Year 4 but after printing the first time, stick on coloured tissue to the print, then print on top with second and third</li> </ul>	<p><b><u>3D</u></b>  <b>Focus Artists:</b>  <b>Henry Moore</b></p> <ul style="list-style-type: none"> <li>• Look at examples of Henry Moore's sculptures.</li> <li>• Have an adult wear a stockingette tube and model for children to form shape from clay. Stroke clay to achieve smooth finish.</li> <li>• Look at sculptural forms in the</li> </ul>

	<p>forms. Collect drawings in sketchbooks and paint using small brushstrokes to excite the surface in large painted shapes.</p> <ul style="list-style-type: none"> <li>• Look at Patrick Caulfield's work and use of contour and flat colour. Draw everyday objects and concentrate on their outline. Use these and produce thick, black outlines filled with flat area of colour (Brusho)</li> </ul> <p>Develop an understanding for the Cubist movement. Research using IT. Produce observational drawings of objects from different viewpoints. Adapt to portray multi viewpoints on single</p>				<p>colour. This trapped tissue will make a 'unique state' print.</p> <ul style="list-style-type: none"> <li>• Use the Batik process by using wax crayons to make a range of marks on paper. Colour wash with Brusho to see resist effect. Further develop - look at artist Chinwe Chukwuogo-Roy..use enclosed shapes.</li> <li>• Further develop by using Batik inks onto Calico.</li> </ul>	<p>environment: furniture, buildings...</p> <ul style="list-style-type: none"> <li>• Mother and child. In the same way, ask an adult to model holding a doll. Children model this form in clay.</li> <li>• Research designs for making a pendant e.g. Celtic, Egyptian etc. Make a slab and use contrasting clay to inlay a design into it. Allow to dry out and paint. Glaze with PVA?</li> <li>• Research masks from different times and cultures. Develop a design for a mask. Use balloon and brown tape method. Assemble, modify, add to and decorate.</li> </ul>
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	2D surface.					
<b>Music</b>	<p><b>Music Express - Aut 1</b>  <b>WORLD UNITE</b>  (6 weeks)  Focus: Step dance performance  Subject link: PE  <i>Get into the groove by exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.</i></p>	<p><b>Music Express - Aut 2 JOURNEYS</b>  (6 Weeks)  Focus: Song cycle performance  Subject link: PSHE  The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance.</p>	<p><b>Music Express - Spr 1</b>  <b>GROWTH</b>  (6 Weeks)  Focus: Street dance performance  Subject link: Geography  <i>'The street' is the setting for this unit of buskers and flash mobs. The children explore Ravel's <i>Bolero</i> through rhythmical mine, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance.</i></p>	<p><b>Music Express - Spr 2</b>  <b>ROOTS</b>  (6 Weeks)  Focus: Mini musical performance  Subject link: English  A complete musical performance about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and percussion rhythms, &amp; the infamous spiderman Anansi, who saves the day.</p>	<p><b>Music Express - Sum 1</b>  <b>CLASS AWARDS</b>  (6 weeks)  Focus: Awards show performance  Subject link: Cross-curricular  An ideal opportunity to celebrate the children's achievements at the end of primary school with a musical awards show customised for your class. Individual awards are presented along with fanfare, rap, song and famous music in a final grand ceremony.</p>	<p><b>Music Express - Sum 2</b>  <b>MOVING ON</b>  (6 weeks)  Focus: Leavers' assembly performance  Subject link: Computing  Two songs, one looking back, one looking forward, and a musical device for linking them provide a moving celebration of the children's happy memories and their hopes for the future.</p>