St Anne's Primary School
Year 6 Learning Objectives

English

Reading

- To maintain positive attitudes to reading and understanding of what they read by:
  - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - Reading books that are structured in different ways and reading for a range of purposes
  - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - Recommending books that they have read to their peers, giving reasons for their choices
  - Identifying and discussing themes and conventions in and across a wide range of writing
  - Making comparisons within and across books
  - Learning a wider range of poetry by heart
  - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Understand what they read by:
  - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - Asking questions to improve their understanding
  - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - Predicting what might happen from details stated and implied
  - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - Identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal

presentations and debates, maintaining a focus on the topic and using notes where necessary

- Provide reasoned justifications for their views

Writing

- To use further prefixes and suffixes and understand the guidance for adding them
- To spell some words with 'silent' letters [for example, knight, psalm, solemn]
- To continue to distinguish between homophones and other words which are often confused
- To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- To use dictionaries to check the spelling and meaning of words
- To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- To use a thesaurus
- To write legibly, fluently and with increasing speed by:
    - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- To choose the writing implement that is best suited for a task
- To plan their writing by:
    - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
    - noting and developing initial ideas, drawing on reading and research where necessary
    - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- To draft and write by:
    - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
    - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
    - précising longer passages
    - using a wide range of devices to build cohesion within and across paragraphs
    - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

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- To evaluate and edit by:
  - Assessing the effectiveness of their own and others' writing
  - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - Ensuring the consistent and correct use of tense throughout a piece of writing
  - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- To proof-read for spelling and punctuation errors
- To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- To develop their understanding of the concepts set out in English Appendix 2 by:
  - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - Using passive verbs to affect the presentation of information in a sentence
  - Using the perfect form of verbs to mark relationships of time and cause
  - Using expanded noun phrases to convey complicated information concisely
  - Using modal verbs or adverbs to indicate degrees of possibility
  - Using relative clauses beginning with who, which, where, when, whose, that or with an Implied (i.e. omitted) relative pronoun
  - Learning the grammar for years 5 and 6 in English Appendix 2
- To indicate grammatical and other features by:
  - Using commas to clarify meaning or avoid ambiguity in writing
  - Using hyphens to avoid ambiguity
  - Using brackets, dashes or commas to indicate parenthesis
  - Using semi-colons, colons or dashes to mark boundaries between independent clauses
  - Using a colon to introduce a list
  - Punctuating bullet points consistently
- To use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

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Maths

- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit
- Round any whole number to a required degree of accuracy
- Use negative numbers in context, and calculate intervals across zero
- Solve number and practical problems that involve all of the above
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- Perform mental calculations, including with mixed operations and large numbers
- Identify common factors, common multiples and prime numbers
- Solve problems involving addition, subtraction, multiplication and division
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Compare and order fractions, including fractions
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction
- Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places
- Multiply one-digit numbers with up to 2 decimal places by whole numbers
- Use written division methods in cases where the answer has up to 2 decimal places
- Solve problems which require answers to be rounded to specified degrees of accuracy
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts
- Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison
- Use simple formulae
- Generate and describe linear number sequences
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places
- Recognise that shapes with the same areas can have different perimeters and vice versa
- Recognise when it is possible to use formulae for area and volume of shapes

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- Draw 2-D shapes using given dimensions and angles
- Recognise, describe and build simple 3-D shapes, including making nets
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- Describe positions on the full coordinate grid (all 4 quadrants)
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes
- Calculate and interpret the mean as an average
- Identify common factors, common multiples and prime numbers
- Use their knowledge of the order of operations to carry out calculations involving the 4 operations
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, × =]
- Divide proper fractions by whole numbers [for example, ÷ 2 =
- Solve problems involving similar shapes where the scale factor is known or can be found
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
- Express missing number problems algebraically
- Find pairs of numbers that satisfy an equation with 2 unknowns
- Enumerate possibilities of combinations of 2 variables
- Calculate the area of parallelograms and triangles
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- Interpret and construct pie charts and line graphs and use these to solve problems
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Science

Scientific Enquiry

- To explore different ways to test an idea, choose the best way, and give reasons
- To vary one factor whilst keeping the others the same in an experiment. To explain why they do this?
- To plan and carry out an investigation by controlling variables fairly and accurately
- To make a prediction with reasons
- To use information to help make a prediction
- To use test results to make further predictions and set up further comparative tests
- To explain, in simple terms, a scientific idea and what evidence supports it
- To present a report of their findings through writing, display and presentation
- To explain why they have chosen specific equipment (incl ICT based equipment)
- To decide which units of measurement they need to use
- To explain why a measurement needs to be repeated
- To record their measurements in different ways (incl bar charts, tables and line graphs)
- To take measurements using a range of scientific equipment with increasing accuracy and precision
- To find a pattern from their data and explain what it shows
- To use a graph to answer scientific questions
- To link what they have found out to other science
- To suggest how to improve their work and say why they think this
- To record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models
- To report findings from investigations through written explanations and conclusions
- To identify scientific evidence that has been used to support to refute ideas or arguments
- To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

- To choose the best way to answer a question
- To use information from different sources to answer a question and plan an investigation
- To make a prediction which links with other scientific knowledge
- To identify the key factors when planning a fair test

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- To explain how a scientist has used their scientific understanding plus good ideas to have a breakthrough
- To plan in advance which equipment they will need and use it well
- To make precise measurements
- To collect information in different ways
- To record their measurements and observations systematically
- To explain qualitative and quantitative data
- To draw conclusions from their work
- To link their conclusions to other scientific knowledge
- To explain how they could improve their way of working

Evolution and inheritance

- To recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- To give reasons why offspring are not identical to each other or to their parents
- To explain the process of evolution and describe the evidence for this
- To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
- To talk about the work of Charles Darwin, Mary Anning and Alfred Wallace
- To explain how some living things adapt to survive in extreme conditions
- To analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet
- To begin to understand what is meant by DNA

Living things and their habitat

- To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals
- To give reasons for classifying plants and animals based on specific characteristics

- To explain why classification is important
- To readily group animals into reptiles, fish, amphibians, birds and mammals
- To sub divide their original groupings and explain their divisions
- To group animals into vertebrates and invertebrates
- To find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification

Animals including humans

- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the ways in which nutrients and water and transported within animals, including humans

- **To explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies**
- **To compare the organ systems of humans to other animals**
- **To make a diagram of the human body and explain how different parts work and depend on one another**

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- **To name the major organs in the human body**
- **To locate the major human organs**
- **To make a diagram that outlines the main parts of a body**

Electricity

- To identify and name the basic parts of a simple electric series circuit (cells, wires, bulbs, switches, buzzers)
- To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches
- To use recognised symbols when representing a simple circuit in a diagram

- **To make their own traffic light system or something similar**
- **To explain the danger of short circuits**
- **To explain what a fuse is**
- **To explain how to make changes in a circuit**
- **To explain the impact of changes in a circuit**
- **To explain the effect of changing the voltage of a battery**

Light

- To recognise that light appears to travel in straight lines
- To 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
- To explain that we see things because light travels from light sources to our eyes or from light sources to object s and then to our eyes
- To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
- To explain how different colours of light can be created
- To use and explain how simple optical instruments work (periscope, telescope, binoculars, mirror, magnifying glass, Newton's first reflecting telescope)
- To explore a range of phenomena, including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.

Computing

- To explain how an algorithm works
- To detect errors in a program and correct them
- To use an ICT program to control a number of events for an external device
- To use ICT to measure sound, light or temperature using sensors and interpret the data
- To explore 'what if' questions by planning different scenarios for controlled devices
- To use input from sensors to trigger events
- To check and refine a series of instructions
- To explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc.)
- To add special effects to alter the appearance of a graphic
- To 'save as' gif or i peg. wherever possible to make the file size smaller (for emailing or downloading)
- To make an information poster using their graphics skills to good effect
- To conduct a video chat with people in another country or organisation

- To contribute to discussions online
- To use a search engine using keyword searches
- To use complex searches using such as '+' 'OR' "Find the phrase in inverted commas"
- To collect live data using data logging equipment
- To identify data error, patterns and sequences
- To use the formulae bar to explore mathematical scenarios
- To create their own database and present information from it
- To present a film for a specific audience and then adapt same film for a different audience
- To create a sophisticated multimedia presentation
- To confidently choose the correct page set up option when creating a document
- To confidently use text formatting tools, including heading and body text
- To use the 'hanging indent' tool to help format work where appropriate (e.g. a play script)
- To incorporate graphics where appropriate, using the most effective text wrapping formats
- To conduct a video chat with more than one person at a time
- To compare the information provided on two tabbed websites looking for bias and perspective

RE

How do Christians put their faith into action?

- To recognise that people's beliefs affect the way they respond to each other
- To understand how people's lives are affected by their beliefs
- To learn that Christians gather together at different times and for different reasons
- They reflect upon the ways in which they belong
- To investigate what it means in terms of belief, values and commitment
- To identify different types of Christians and explore belonging to these different communities
- To understand the responsibilities Christian's have
- To investigate How Christian charities and volunteers help our own and other countries and communities

What can we learn from Christian religious buildings?

- To learn that value placed on objects and experience varies and that there are links between what is valued and how people live their lives
- To classify different types of religious buildings and objects
- To Children investigate the sorts of things are found in religious buildings
- To learn that religious objects and symbols carry multiple meanings
- To design a religious building

Expressing faith through the arts

- To investigate the different ways that we can show emotions
- To investigate symbolism linked to colour
- To investigate the purpose of stained glass windows in churches
- To investigate different hymns and their meanings

- To look at design of prayer mats and compare and contrast with art used in Christianity
- To use drama to perform stories from the bible

What is the Qur'an and why is it important to Muslims?

- To revisit that the Qur'an is the sacred text for Muslims; it is believed to be the word of God and is treated with respect and reverence
- To learn that the Qur'an teaches that God has many qualities, the most important being compassion and mercy
- To understand that the text has a powerful influence on Muslim life
- To learn about how Muslims study the Qur'an both at home and away from home
- To investigate the importance of the Qur'an and create a television programme about it

Why is the Bible important and how is it relevant today?

- To learn that the Bible is a book of guidance
- To identify any teachings that interest them from the Bible
- To explore ways that the bible is used during religious services
- reflect on the significance of the bible for themselves and others

Worship and Community

- **To** explore the key features of worship between Islam and Christianity and expressions of belief
- To investigate the use of prayer by believers of different religions
- To consider and reflect on what community means and what it means to be part of one
- To investigate and make comparisons of the different ways that religions worship

History

- To say where a period of history fits on a timeline
- To place a specific event on a timeline by decade
- To place features of historical events and people from past societies and periods in a chronological framework
- To appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them
- To summarise the main events from a specific period in history, explaining the order in which key events happened
- To summarise how Britain has had a major influence on world history
- To summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently
- To describe features of historical events and people from past societies and periods they have studied
- To recognise and describe differences and similarities/ changes and continuity between different periods of history
- To suggest relationships between causes in history

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- To appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today
- To trace the main events that define Britain's journey from a mono to a multi-cultural society
- To look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint
- To identify and explain their understanding of propaganda
- To describe a key event from Britain's past using a range of evidence from different sources
- To suggest why there may be different interpretations of events
- To suggest why certain events, people and changes might be seen as more significant than others
- To pose and answer their own historical questions

Geography

- To confidently explain scale and use maps with a range of scales
- To choose the best way to collect information needed and decide the most appropriate units of measure
- To make careful measurements and use the data
- To use OS maps to answer questions
- To use maps, aerial photos, plans and web resources to describe what a locality might be like
- To define geographical questions to guide their research
- To use a range of self-selected resources to answer questions
- To give extended descriptions of the physical features of different places around the world
- To describe how some places are similar and others are different in relation to their human features
- To accurately use a 4 figure grid reference
- To create sketch maps when carrying out a field study
- To plan a journey to another part of the world which takes account of time zones
- To give an extended description of the human features of different places around the world
- To map land use with their own criteria
- To describe how some places are similar and others are different in relation to their physical features
- To explain how human activity has caused an environment to change
- To analyse population data on two settlements and report on findings and questions raised
- To recognise key symbols used on ordnance survey maps
- To name the largest desert in the world
- To identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles
- To explain how the time zones work
- To study weather patterns in different parts of the world
- To name and locate the main canals that link different continents
- To name the main lines of latitude and meridian of longitude

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PE

- To apply their skills, techniques and ideas consistently
- To show precision, control and fluency
- To analyse and explain why they have used specific skills or techniques
- To modify use of skills or techniques to improve their work
- To create their own success criteria for evaluating
- To explain how the body reacts to different kinds of exercise
- To choose appropriate warm ups and cool downs
- To explain why we need regular and safe exercise
- To develop imaginative dances in a specific style
- To choose their own music, style and dance
- To explain complicated rules
- To make a team plan and communicate it to others
- To lead others in a game situation
- To combine their own work with that of others
- To link their sequences to specific timings
- To demonstrate stamina
- To use their skills in different situations
- To plan a route and series of clues for someone else
- To plan with others taking account of safety and danger

Spanish

- To understand longer passages made up of familiar language in simple sentences
- To identify the main points and some details
- To hold a simple conversation with at least 3-4 exchanges
- To use their knowledge of grammar to adapt and substitute single words and phrases
- To understand a short story or factual text and note some of the main points
- To use context to work out unfamiliar words
- To write a paragraph of about 3-4 simple sentences
- To adapt and substitute individual words and set phrases
- To use a dictionary or glossary to check words they have learnt

PSHCE

- To talk and write about their opinions, and explain their views, on issues that affect themselves and society
  to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- To know about the range of jobs carried out by people they know, and to understand how they can

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develop skills to make their own contribution in the future

- To look after their money and realise that future wants and needs may be met through saving.
- Preparing to play an active role as citizens
- To research, discuss and debate topical issues, problems and events

To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities

- To know that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- To resolve differences by looking at alternatives, making decisions and explaining choices
- To recognise the role of voluntary, community and pressure groups
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- To know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- To explore how the media present information
- To know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- To know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- To know about how the body changes as they approach puberty
- To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- To know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- To think about the lives of people living in other places and times, and people with different values and customs
- To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- To recognise and challenge stereotypes
- To know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- To know where individuals, families and groups can get help and support

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Art

- To add shading to add interesting effects to my drawings, using different grades of pencil.
- To create colours by mixing to represent images I have observed in the natural or man-made world.
- To use a variety of tools and techniques for sculpting in clay, papier mache and other mouldable materials.
- To explore ideas and collect visual and other information to help me develop my work.
- To have a sound understanding of how to use the techniques of sewing (different stitches, plaiting, embroidery)
- To use textile techniques more precisely
- To make comments on the ideas, methods and approaches in my own and others' work, relating these to the context in which their work was made
- To adapt and refine my work to reflect the purpose and meaning of the work
- To analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context
- To adapt and refine work to reflect my own view of its purpose and meaning
- To use a variety of different shaped lines to indicate movement in my drawings
- To use shading to show shadows and reflections on 3D shapes
- To communicate movement through movement
- To include historical studies of technical drawing, such as ancient architecture in work
- To sketch lightly before I paint so as to combine lines with colour to produce images that convey a purpose
- To paint using colour and shape to reflect feelings and moods
- To base paintings on observations and can convey realism or an impression of what I observe
- To base collage on observational drawings
- To take inspiration from artists or designers
- To combines both visual and tactile qualities
- To write about the visual and tactile qualities of my collages in my sketchbook
- To add paper curlings or other objects to embellish and add detail to my work
- To reflect patterns I have observed either in the natural or man-made world.
- To base prints on a theme from other cultures
- To communicate a meaning, idea, thought feeling or emotion and this is explained in a short piece of writing to accompany each piece of artwork.
- To combine visual and tactile qualities to communicate an intention or purpose.

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Design technology

- To use a range of information to inform their design
- To use market research to inform plans
- To work within constraints
- To follow and refine their plan if necessary
- To justify their plan to someone else
- To consider culture and society in their designs
- To use tools and materials precisely
- To change the way they are working if needed
- To test and evaluate their final product
- To consider it is fit for purpose
- To consider what would improve it
- To consider whether different resources have improved their product
- To consider whether they would need more or different information to make it even better
- To consider whether product meet all design criteria
- To consider the use of the product when selecting materials
- To explain how their product should be stored with reasons
- To set out to grow their own products with a view to making a salad, taking account of time required to grow different foods
- To think about how their product could be sold
- To give considered thought about what would improve their product even more
- To use different kinds of circuit in their product
- To think of ways in which adding a circuit would improve their product
- To justify why they selected specific materials
- To ensure that their work is precise and accurate
- To hide joints so as to improve the look of their product
- To justify why the chosen material was the best for the task
- To justify design in relation to the audience

Music

- To sing a harmony part confidently and accurately
- To perform parts from memory
- To perform using notations
- To take the lead in a performance
- To take on a solo part
- To provide rhythmic support
- To perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together
- To use a variety of different musical devices in their composition (incl melody, rhythms and chords)
- To recognise that different forms of notation serve different purposes
- To use different forms of notation
- To combine groups of beats
- To show how a small change of tempo can make a piece of music more effective
- To use the full range of chromatic pitches to build up chords, melodic lines and bass lines
- To refine and improve their work
- To evaluate how the venue, occasion and purpose affects the way a piece of music is created

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- To analyse features within different pieces of music
- To compare and contrast the impact that different composers from different times will have had on the people of the time
- To appraise the introductions, interludes and endings for songs and compositions they have created