Weekly Curriculum Overview

Year Group: 6 Week beginning: 19.10.2026

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the Year Group Noticeboards. This is the work that the children will be doing in school. Please note that Homework will be shared via your child's homework book. Homework will be set on a Friday and will be expected to be completed by the Wednesday of the following week. Please speak to your child's class teacher if you have any further questions about homework.

Reading	**This week's reading focus is:**	**Fix it**		
	SESSION 1	**SESSION 2**	**SESSION 3**	**SESSION 4**
	LI: To select a suitable strategy when inconsistencies occur	LI: To select a suitable strategy when inconsistencies occur	LI: To select a suitable strategy when inconsistencies occur	
	Activities:	Activities:	Activities:	

SPELLING	**SESSION 1**	**SESSION 2**	**SESSION 3**
	Letter Pattern/ Rule: Challenge words	Letter Pattern/ Rule: Challenge words	Letter Pattern/ Rule: Challenge words
	Target Spelling Word Bank: amateur language category occur correspond queue environment signature frequently twelfth	Target Spelling Word Bank: amateur language category occur correspond queue environment signature frequently twelfth	Target Spelling Word Bank: amateur language category occur correspond queue environment signature frequently twelfth
	Activities: definitions	Activities: split into syllables and dictation	Activities: dictation and in a sentence

English Writing

LINKED TEXT: The Missing

By the end of the week, I want the children to have written a balanced argument on the statement 'Jewish people should have fled Germany during WW2'.

Necessary Prior Learning and Key Vocabulary (for pre-teaching):

family, community, synagogue, school, friendship, celebration, persecution, discrimination, fear, uncertainty, hope.

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 1: To organise points into for and against 'If Jews should have left Germany during WWII'	*Identify arguments that could be used to support or oppose leaving Germany.* *Organise relevant points into a clear for-and-against table.* *Explain and develop ideas using evidence and historical context.* *Use formal, persuasive language and causal conjunctions to justify viewpoints.* *Recognise that Jewish families faced extremely difficult choices, with limited safe options available.*	**Think Back Task- (Recap) - You do**	*Display key words linked to the historical context: persecution, discrimination, Nazi regime, restrictions, emigration, family, safety.* *Pupils independently match each word to its definition and write a sentence explaining one way Jewish people's lives changed under Nazi rule.*
		Introduction - I do	*Explain that, following the Nazis' rise to power in 1933, Jewish people in Germany faced increasing discrimination, exclusion and persecution. Some families considered leaving Germany, but emigration was difficult and often depended on money, paperwork, available destinations and whether other countries would accept them.* ***Introduce the question: Should Jewish people leave Germany during World War II?*** *Explain that pupils will organise possible arguments for and against leaving, using the historical context to understand the difficult decisions families faced. Emphasise that this is a historical discussion about the choices available to people experiencing persecution, not a judgement of those who stayed or left.*
		Modelling and Explanation - I do/We do	*Display a two-column table labelled Arguments for leaving Germany and Arguments against leaving Germany.* *Model how to turn a simple idea into a developed point.* *Simple point: Jewish people were no longer safe.*

			Developed point: Jewish families might have considered leaving Germany because Nazi persecution and discriminatory laws increasingly threatened their safety, rights and livelihoods. *Model an argument that explains the difficulties of leaving:* *Simple point: It was difficult to leave.* *Developed point: Some families may have struggled to emigrate because they lacked money, the necessary documents or a country willing to accept them.* *Discuss how to organise each point according to the argument it supports.* *Explain that an argument against leaving should explore the practical and emotional barriers to emigration, rather than suggest that persecution was acceptable.*
		Guided Practice - We do- You do	*Provide pupils with a selection of statements. Read each one together and decide whether it belongs in the for or against column.*

Adaptations to Independent Writing- You do- We do		
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?*** **(INCLUDE NAMED CHILDREN)**		**Core Task**
SUPPORT	**GDS CHALLENGE**	Organise at least four relevant points into a for-and-against table, developing each point with a reason or explanation.
Use sentence stems to support oral rehearsal and written explanations. Work with an adult to discuss each point before recording it.	Explain how a family's circumstances, including finances, age, relationships and access to documents, might affect its options.	

Hinge Point Question	*Which statement is an argument against leaving Germany, rather than a reason to remain under Nazi persecution?* *A. Jewish people faced increasing discrimination and danger.* *B. Some families could not obtain the documents or visas needed to emigrate.* *C. Leaving Germany could offer an opportunity to escape persecution.*
Plenary / Next Steps	*Ask pupils to share one argument from each column with a partner. Invite them to explain how the argument reflects the difficult circumstances Jewish families faced.*

LEARNING OBJECTIVE	**SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)***	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**	
Day 2: To practise effective Alan		**Think Back Task- (Recap) - You do**	*Pupils independently retrieve two arguments for and two arguments against the statement from the previous lesson.*
		Introduction - I do	*Explain that effective Alan Peat sentence structures can help pupils develop their arguments, vary their sentence structures and create a formal, persuasive piece of writing.*

<table>
<tr><td rowspan="6">Peat sentences to use in our balanced argument</td><td rowspan="6"></td><td></td><td>Introduce the sentence structures that pupils will practise and explain how they can be used in a balanced argument.
Display examples linked to the historical context and discuss how each structure develops the reader's understanding.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td>Model each structure, explaining the punctuation, purpose and effect.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td>Provide pupils with a selection of basic sentences linked to the balanced argument.
As a class, improve one sentence using an Alan Peat structure.
Pupils then work independently or with a partner to transform further sentences.
Example starting sentences:
Jewish people wanted to escape persecution.
Some people left Germany.
Other people could not find a safe country.
The Nazi government introduced increasingly restrictive laws.
Families were frightened about the future.</td></tr>
<tr><td colspan="2">Adaptations to Independent Writing- You do- We do</td></tr>
<tr><td colspan="2">SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH
What is the expected outcome/ what resources will be needed?
(INCLUDE NAMED CHILDREN)</td><td>Core Task</td></tr>
<tr><td>SUPPORT</td><td>GDS CHALLENGE</td><td rowspan="2">Write five sentences about whether Jewish people should have fled Germany during World War Two, using:
The more, the more
Some; others
De:De
S; O
Tell: Show 3</td></tr>
<tr><td>Orally rehearse and use one sentence structure/ more onto two</td><td>Vary sentence openings and vocabulary to avoid repetition.</td></tr>
<tr><td colspan="2">Hinge Point Question</td><td>Which sentence uses the Some; others structure correctly and presents a balanced historical perspective?
A. Some Jewish families wanted to leave Germany, others.
B. Some Jewish families managed to emigrate; others faced significant barriers that prevented them from escaping.
C. Some Jewish families managed to emigrate, others faced significant barriers, and.
D. Some; Jewish families managed to emigrate others faced barriers.</td></tr>
</table>

		Plenary / Next Steps	*Pupils identify one sentence they would improve and make the necessary edits.*

LEARNING OBJECTIVE	**SUCCESS CRITERIA** *(What will you be assessing through the lesson?)*	**LEARNING SEQUENCE** (INCLUDE ADULT SUPPORT)	
Day 3/4: To write a balanced argument on the statement - 'Jewish people should have fled Germany during WW2'.	*Organise ideas into arguments for and against the statement.* *Use evidence and historical knowledge to support their viewpoints.* *Write in a formal, balanced tone, avoiding overly emotional or one-sided language.* *Use cohesive devices to link ideas, such as however, furthermore, on the other hand and in contrast.*	**Think Back Task- (Recap) - You do**	*Partner tennis - For and Aganist ideas from last lesson*
		Introduction - I do	*Reintroduce the statement: 'Jewish people should have fled Germany during World War Two.'* *Explain that a balanced argument explores different viewpoints fairly before reaching a conclusion.* *Discuss the difference between judging historical events with hindsight and considering the circumstances Jewish people faced at the time.*
		Modelling and Explanation - I do/We do	*Model how to transform a basic point into a developed argument using evidence and explanation.* *Demonstrate how to introduce a viewpoint, support it with historical knowledge and explain its significance.* *Model paragraph - For the statement:* *On the one hand, Jewish people should have been able to leave Germany to escape the growing threat of Nazi persecution. As discrimination intensified and violence increased, emigration offered some families an opportunity to seek safety elsewhere. Furthermore, leaving before the outbreak of war may have given families more opportunities to find refuge. The more dangerous life became in Germany, the more urgent the need for safety appeared.* *Highlight the formal tone, cohesive devices and the Alan Peat 'the more, the more' sentence structure.* *Together, construct a paragraph against the statement, focusing on the barriers that prevented many Jewish people from escaping.* *Model the use of a semi-colon to link closely related independent clauses.*
		Guided Practice - We do- You do	*Pupils work with a partner to develop one argument for each side of the statement.* *Point: What is the argument?* *Evidence: What historical knowledge supports it?* *Explanation: Why does this evidence support the viewpoint?*

Adaptations to Independent Writing- You do- We do		
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?*** (INCLUDE NAMED CHILDREN)		**Core Task**
SUPPORT	**GDS CHALLENGE**	Write a balanced argument responding to the statement: 'Jewish people should have fled Germany during World War Two.'
	Develop nuanced arguments that consider differences in families' circumstances,	

		Provide pre-selected arguments for pupils to sort into the correct sections before writing. One reason Jewish people may have needed to leave was… Furthermore, this meant that… On the other hand, leaving was difficult because… This was particularly challenging as… In conclusion, although…, it is important to recognise that…	including wealth, access to visas, international immigration restrictions and the timing of their decisions. Use historical evidence to challenge oversimplified assumptions about why people did or did not leave.	Expected outcome: An introduction that introduces the statement. At least two developed arguments supporting the statement. At least two developed arguments challenging the statement. A conclusion that summarises both sides and presents a reasoned judgement. Appropriate formal language, cohesive devices and historical evidence.
		Hinge Point Question	*Which statement best demonstrates a balanced understanding of the question?* *A. Jewish people should all have left Germany because staying was dangerous.* *B. Jewish people who stayed in Germany made the wrong decision.* *C. Although leaving Germany could have offered safety, many Jewish people faced financial, legal and practical barriers that made escape extremely difficult.* *D. Every Jewish person knew exactly what would happen during the Holocaust.*	
		Plenary / Next Steps	*Invite pupils to share their conclusion with a partner.*	

Maths

UNIT FOCUS:				
By the end of the week I want the children to have learnt these key mathematical skills:				
Key Vocabulary:				
Key Models and Resources needed:				
	Day 1	**Day 2**	**Day 3**	Day 4 4 day week so 3 Maths this week
Learning Objective	Multiply up to a 4-digit number and a 2-digt number	Solve problems with multiplication	Short division	

Lesson Overview		Children learn to multiply numbers up to four digits by 2-digit numbers using the formal long multiplication method. They apply their understanding of commutativity to simplify calculations and solve word problems and multi-step problems. Children needing extra support revise multiplying 2- or 3-digit numbers by a single digit, while alternative strategies for multiplying by numbers such as 9 and 99 are explored in the next lesson.	Children use column multiplication and explore alternative strategies, such as adjusting calculations using powers of 10 and multiplying by factors, to solve multiplication calculations and word problems accurately.	Children revise short division, dividing numbers with up to four digits by a single-digit number, with and without remainders. They practise interpreting remainders in real-life contexts and use multiples to support their calculations when needed.	
Key Vocabulary		• Multiplication • Long multiplication • Multiplier • Multiplicand • Product • Commutative • Place value	• Multiplication • Column method • Factors • Product • Powers of 10 • Adjust • Strategy	• Division • Short division • Divide • Divisor • Dividend • Quotient • Remainder	
Hinge Point Question		What happens if there is an exchange needed in the last step of the calculation?	If you double a number and then double it again, what is the overall effect on the original number?	If you cannot make a group in a column, what do you do?	
Adaptations to Independent Activity- You do- We do					
	Core Task	Children practise long multiplication to multiply up to four-digit numbers by 2-digit numbers. They use the formal written method, apply place-value knowledge, and solve word problems involving money, time and multiplication in real-life contexts.	Children use column multiplication and alternative strategies, including adjusting calculations and using factors, to solve multiplication problems efficiently. They apply their understanding to missing-number calculations and real-life word problems.	Children practise short division to divide up to four-digit numbers by a single-digit number, using mental strategies and place value to support their calculations. They interpret remainders in real-life problems involving grouping, transport and money, deciding when to	

				round up to the next whole group.	
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?***	**SUPPORT**	Children practise multiplying 2- and 3-digit numbers by 1- and 2-digit numbers, using the formal written method with adult support. They focus on understanding place value, exchanging where necessary, checking answers and applying multiplication skills to simple real-life word problems.	Children practise multiplication using partitioning and bar models to break calculations into smaller, manageable steps. With adult support, they multiply 2- and 3-digit numbers by 1- and 2-digit numbers and solve simple word problems involving money and everyday situations.	Children practise short division using mental strategies and place value to divide numbers by a single digit. They complete division calculations, identify and interpret remainders, and solve missing-number problems with support where needed.	
	GDS CHALLENGE	Children explain and justify their answers to multiplication problems, check calculations using the formal written method, and apply their understanding of place value to find the greatest possible product using given digits. They develop their reasoning skills by explaining their methods and proving whether answers are correct.	Children compare and evaluate efficient multiplication strategies, using doubling and factor pairs to solve complex calculations. They justify their methods, identify inefficient approaches and explain why alternative strategies work.	Children use bar models to solve division problems, identify missing digits in short division calculations and divide larger numbers accurately. They compare different methods and explain their reasoning when solving division problems with and without remainders.	

Science	Computing	PSHE
LI: Apply knowledge of circuits to a real life problem Scientific enquiry: Evaluating	LI: To create pie charts using graphing software Assessment focus:	LI: I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.

Assessing the success of a scientific enquiry by evaluating the prediction, method and results and identifying further questions for enquiry. Scientific knowledge: Problem-solving Applying prior scientific knowledge to solve problems and answer further questions. Assessment focus: 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 Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit **Recap: Rocket Thinking - Teacher Notes: A linking and grouping question is a visual and imaginative way to prompt the children to think of the different ways that objects or living beings can be connected. In each question, there are always multiple links that can be formed. Encourage the children to use the images on the slides to form their own linkages and groups. For instance, they could group items according to what contains batteries, what needs to be charged to work and what needs to be plugged into the mains electricity. They could also group by pricing, usage (sound, light or movement), how long each item is likely to last and how powerful each item is.** **Introduction:** Children will reflect on last lesson's learning on traffic lights and circuits in our everyday world. They will learn that today's lesson brings all that they have learnt together to apply their understanding to solve an everyday need. Children will recap conductors and insulators by watching the expert film:	I can compare the steps needed to produce a pie chart manually and by using software. I can identify common problems with manual creation of pie charts. I can create pie charts from data using graphing software. **Recap: What is a spreadsheet?** **Introduction:** Use teaching slides to teach what pie charts and how to construct one. **Activity: Set 2Do - Set2Graph**	I understand how an individual's behaviour can impact on a group. I understand how democracy and having a voice benefits the school community. **Key Vocabulary:** **Choices** **Behaviour** **Rights** **Responsibilities** **Rewards** **Consequences** **Empathise** **Learning Charter** **Obstacles** **Courtesy** **Manners** The lesson focuses on helping children understand how their choices and behaviour affect themselves and others, and how rewards and consequences relate to rights and responsibilities. Through the Treasure Keeper game, mindfulness activities and discussions, children explore the importance of courtesy, good manners and empathy. They identify a personal learning goal, consider obstacles that may prevent them from achieving it, and develop solutions and appropriate rewards. Working collaboratively, they create a class Learning Charter outlining shared rights, responsibilities, rewards and consequences, including how to treat others respectfully and identify trusted adults for support. The lesson concludes with children reflecting on their learning, assessing their progress and identifying next steps for improvement. **Rights** **Responsibilities** **Rewards** **Consequences** **Cooperation** **Collaboration**

Activity: The children are given the scenario of a classroom being too hot in summer. They work together to design and model a fan, using a motor and switches, to help cool the classroom. The handout will prompt them to think about how they will design it, how they will use voltage to increase the strength of the fan and how they will test their product and measure its success.		The lesson focuses on helping children understand how individual behaviour affects others and how cooperation and collaboration contribute to a positive, safe environment. Through team-building activities, mindfulness and a group discussion about an anti-social behaviour scenario involving a fire, children explore rights, responsibilities, rewards, consequences and the importance of making safe and responsible choices. Using role-play, they consider different perspectives, the impact of their actions, potential risks and how trusted adults can help keep people safe. Children discuss which rights may have been broken, how the situation could have been handled differently and how unsafe behaviour can be reported, including online. The lesson concludes with group feedback, self-assessment and personal reflection, encouraging children to recognise their strengths and identify ways to improve their teamwork and decision-making. **Laws** **Learning Charter** **Collaboration** **Participation** **Motivation** **Rights** **Responsibilities** The lesson focuses on helping children understand democracy, the importance of having a voice and how a Learning Charter supports a fair and respectful school community. Through interactive activities, mindfulness and group discussions, children explore collaboration, participation, rights, responsibilities, rewards and consequences. They revisit a scenario involving a school fire and work in groups to identify which parts of the Learning Charter have been broken and decide on appropriate consequences. Children practise democratic decision-making by listening to different opinions, reaching agreements and voting as a class. The lesson concludes with self-assessment and reflection, encouraging children to consider their

		learning and teamwork. Overall, the lesson promotes fairness, responsibility and respect by helping children understand how their voices and choices contribute to a positive school community.
History	**DT**	**Religious Education**
LI: To explore the lives of migrants after WW2 through podcasts, posters and photographs. **Assessment focus:** **I can discuss the reasons some people migrated to Britain during and after World War 2.** **I can make deductions about their experiences from different sources.** **I can present my learning about the Windrush generation through a blog.** **Recap:** **Based on what we learnt about women in World War 2 last lesson, think of a question to quiz your classmates. Remember to also write down the answer to your question.** **Introduction:** Children analyse a World War 2 recruitment poster, discussing its message of unity, intended audience and why Britain recruited soldiers from across the British Empire. They learn about the British Empire and watch a video about the Windrush generation, exploring why people travelled from the Caribbean to Britain, the name of the ship that brought them, and how they felt when they arrived. **Activity:** Children work in groups to analyse different historical sources about the Windrush generation, identifying the type of source, what it reveals about migrants' experiences and whose viewpoints may be missing. They listen to oral histories from Benjamin	**LI: To assemble electronics and complete their electronic game.** **Assessment focus:** **I can make and test a circuit.** **I can incorporate a circuit into a base.** **I can name electrical components.** **Recap:** **3, 2, 1** **Write down…** **3 things you have learnt about building a steady hand game.** **2 things you have found interesting about building a steady hand game.** **1 question you still have about building a steady hand game.** **Introduction:** Children explore the components needed to build a simple electrical circuit using a bulb or buzzer, battery, wires and switch. They learn how a switch opens and closes the circuit and discuss how to adapt it for a steady-hand game, where touching the shaped wire with a handle completes the circuit and activates the bulb or buzzer. The teacher demonstrates how to safely use pliers to bend and shape the wire, emphasising the importance of curling the ends to avoid sharp edges.	**LI: To identify similarities between Christian teachings and cultural practices around the world.** **Assessment focus:** **I can explain how some Christian teachings can link to beliefs and practices.** **I can reflect on how these ideas connect people and communities.** **I can give an example of how a Christian commandment can been interpreted.** **Recap:** **Explain that the children will revisit key vocabulary from the unit. Display slide 1 of the Presentation: Vocabulary spinner and hand out whiteboards and pens (one each). Click to spin the wheel and read the word aloud. Ask the children to write a definition of the word on their whiteboard.** **Introduction:** The lesson introduces Ubuntu, the idea that "I am because we are," teaching children that people's lives are connected and that kindness, care and helping others are important. Children then explore the similar concept of Umunthu and consider how Ubuntu values connect with Christian teachings about loving and caring for others, recognising that different cultures and beliefs can share similar values. **Activity:** Children construct and test their steady-hand game circuits using a battery, switch, bulb or buzzer, handle and wire. They measure and cut the components, then use pliers to shape the wire, using a scaled drawing as a guide if needed. Pupils secure the wire to the base with modelling dough or sticky tack,

Zephaniah and Sister Ina Spence, discussing why people came to Britain and the differences they experienced in its weather, clothing and housing. Finally, pupils collaborate to design a blog page about the Windrush generation, using an example to guide their work.	**Activity: Hand each child either a template printed on card or a template printed on paper and an A4 sheet of card to which they can glue it. (The net needs to be on card to make it sufficiently strong to work as a base.) Explain that the children need to decorate their nets in line with their design criteria and that they should take their time and make bases with a high-quality finish.**	connect all the electrical components, test the circuit and glue the final side of the base closed to conceal the wiring.
PE Reminder: Earrings and other jewellery are not to be worn in school	**PE Coach** Reminder: Earrings and other jewellery are not to be worn in school	**Music**
LI: To use and apply skills, principles, and tactics to a game situation **Skills being focused on: Consider the whole team's thoughts and ideas on tactical and positional play. Encourage and support your teammates and opponents** **Warm Up: Children recap the five netball positions and learn the names of the court lines and areas through movement activities. They practise identifying where each position starts, where players are allowed to move, and the meaning of "onside", before leading stretches in small groups and identifying which muscles are being stretched.** **Skill Development:** Children develop their passing and movement skills through activities that encourage them to change direction, find space, lose a defender and pass when a teammate is free. They then apply these skills in	**LI: To apply rules, skills and principles to play in a tournament** **Skills being focused on: Discuss with your team how to improve for your next match. Encourage and congratulate your teammates and opponents** **Warm Up: Children prepare for a netball tournament by discussing teamwork, successful team behaviours and good sportsmanship. In teams, they lead warm-up activities to raise their heart rates, practise dynamic stretches and agree on attacking tactics, recognising the importance of collaboration, inclusion, encouragement and fair play.** **Skill Development: Children take part in a netball tournament, playing matches in teams while rotating refereeing and scoring responsibilities. They practise**	**LI: To play a rhythmic chord sequence in time with others** **To maintain focus and stage awareness during a performance.** **Warm Up: Remind the children of the chorus to 'Wavin' Flag'. Play the video and sing along.** **Ask pairs to identify which bass line pattern matches the song and keep their answer secret. Play each audio clip for the children to check and confirm their choice.** **Ask pairs to hold up one, two or three fingers to show which bass line pattern matches 'Wavin' Flag'. Click on the most voted for choice to confirm answers.**

netball and line ball games, practising teamwork, fair play, following rules and making clear movements to receive the ball.	**making confident decisions, respecting officials and following rules. Between games, they reflect on their performance, teamwork and tactics, identifying strengths and areas for improvement.**	**Skill Development:** The lesson begins with a non-verbal communication game where children practise using eye contact, nods and body language to sit down one at a time without speaking. They then learn the difference between a musical note and a chord by listening to examples and identifying each sound. Using glockenspiels, children practise playing the chords C, F, A and G, holding each chord for four beats in preparation for playing Wavin' Flag. The lesson develops children's listening skills, coordination, musical understanding and ability to communicate without words. Warm up: Play each audio clip. Ask the children to identify the chord of C and hold up one, two or three fingers to show their answer. Click to reveal the correct answer. Reinforce that to find the chord of C, the children should start on C, then play a note, miss a note, play a note. Skill Development: Children explore stage awareness by comparing confident and unconfident singing performances, identifying how posture, eye contact, facial expressions and voice projection engage an audience. They revise key musical terms, including bass line, harmony and melody, then work in bands of eight to practise their assigned instrumental or vocal roles using the C, F, A and G chord pattern. Through individual practice and group rehearsals with a backing track, pupils develop their performance skills and learn to build energy through dynamics, expression and audience participation. Finally, groups perform a section or the whole song, focusing on stage awareness and identifying their performance strengths.