

	1 September 5 th – 8 th	2 September 11 th – 15 th	3 September 18 th – 22 nd	4 September 25 th – 29 th	5 October 2 nd – 6 th	6 October 9 th – 13 th	7 October 16 th – 20 th	
Maths	<p>Unit 1 Place Value within 1,000,000 (1)</p> <p>Roman Numerals</p> <p>Number to 10,000</p> <p>Number to 100,000</p> <p>Partition number to 1,000,000</p> <p>Vocab – ones, tens, hundreds, thousands, ten thousands, hundred thousands, more than, less than, place value, partition, estimate,</p>	<p>Unit 1 Place Value within 1,000,000 (1)</p> <p>Read and write 5- and 6-digit numbers.</p> <p>Powers of 10.</p> <p>10, 100, 1000, 10,000 and 100,000 more or less than a number.</p> <p>Partition numbers to 1,000,000.</p> <p>Vocab – ones, tens, hundreds, thousands, ten thousands, hundred thousands, more than, less than, place value, partition, estimate,</p>	<p>Unit 2 Place Value within 1,000,000 (2)</p> <p>Number lines to 1,000,000</p> <p>Compare and Order Numbers to 100,000.</p> <p>Compare and Order Numbers to 1,000,000.</p> <p>Round Numbers to nearest 100,000</p> <p>Round Numbers to nearest 10,000</p> <p>Vocab – ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions, round, order, descending, ascending, less than, greater than.</p>	<p>Unit 2 Place Value within 1,000,000 (2)</p> <p>Round Numbers to the nearest 10,100 and 1000.</p> <p>Unit 3 Addition and Subtraction</p> <p>Mental Strategies (addition)</p> <p>Mental Strategies (subtraction)</p> <p>Add whole numbers with more than 4 digits (1)</p> <p>Add whole numbers with more than 4 digits (2)</p> <p>Vocab – add, subtract, ones, tens, hundreds, thousands, ten thousands, hundred thousands, mentally, round, inverse, estimate, distance chart</p>	<p>Unit 3 Addition and Subtraction</p> <p>Subtract whole numbers with more than 4 digits (1)</p> <p>Subtract whole numbers with more than 4 digits (2)</p> <p>Round to check answers</p> <p>Inverse Operations (addition and subtraction)</p> <p>Multi-step addition and subtraction problems (1)</p> <p>Multi-step addition and subtraction problems (2)</p> <p>Vocab – add, subtract, ones, tens, hundreds, thousands, ten thousands, hundred thousands, mentally, round, inverse, estimate, distance chart</p>	<p>Unit 3 Addition and Subtraction</p> <p>Solve missing number problems</p> <p>Solve comparison problems.</p> <p>Vocab – add, subtract, ones, tens, hundreds, thousands, ten thousands, hundred thousands, mentally, round, inverse, estimate, distance chart</p> <p>Unit 4 Multiplication and Division</p> <p>Toolkit lesson – multiples and factors</p> <p>Multiples</p> <p>Common Multiples</p> <p>Vocab – prime number, composite number, square number, cube number, lowest common multiple, multiply, divide, multiple, factor</p>	<p>Unit 4 Multiplication and Division</p> <p>Factors</p> <p>Common Factors</p> <p>Prime Numbers</p> <p>Square Numbers</p> <p>Cube Numbers</p> <p>Vocab – prime number, composite number, square number, cube number, lowest common multiple, multiply, divide, multiple, factor</p>	
English	<p>Word and sentence level activities.</p> <p>Different types of nouns.</p> <p>Complete missing noun sheets and identify collective nouns (use Chromebook research to help complete task).</p> <p>Accurately punctuate sentences – capital letters, commas, apostrophes, question marks</p>	<p>Focus text – Hidden Figures by Margot Lee Shetterly</p> <p>To write a non-fiction report for a webpage</p> <p>To use a range of sentence types to create an advert</p>	<p>Focus text – Hidden Figures by Margot Lee Shetterly</p> <p>To write a formal persuasive letter</p> <p>To write an informal letter</p>	<p>Focus text – Hidden Figures by Margot Lee Shetterly</p> <p>To plan a newspaper opinion piece.</p> <p>To plan and write the memoir of a famous character.</p>	<p>Focus text – The Man Who Walked Between the Towers – Mordicai Gerstein</p> <p>To use pronouns and noun phrases to build cohesion in a fact file</p> <p>To write a letter of advice</p>	<p>Focus text – The Man Who Walked Between the Towers – Mordicai Gerstein</p> <p>To write in a journalistic style</p> <p>To plan a biography</p>	<p>Focus text – The Man Who Walked Between the Towers – Mordicai Gerstein</p> <p>To write an introductory and concluding paragraph</p> <p>To edit and publish a biography.</p>	
Unit writing focus	<p>Plan their writing by:</p> <p>Writing (Composition) · Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own · In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed · 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 · Assessing the effectiveness of their own and others' writing · Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>				<p>Plan their writing by:</p> <ul style="list-style-type: none"> Using a wide range of devices to build cohesion within and across paragraphs 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing · Proof-reading for spelling and punctuation errors 			
Vocab, grammar and punctuation focus.	<p>Vocabulary, Grammar & Punctuation – Hidden Figures – Margot Lee Shetterly (Writing Root)</p> <ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Brackets, dashes or commas to indicate parenthesis · Use of commas to clarify meaning or avoid ambiguity Use of expanded noun phrases to convey complicated information concisely Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6) The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y6) 				<p>Vocabulary, Grammar & Punctuation –</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> 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 expanded noun phrases to convey complicated information concisely Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Use of commas to clarify meaning or avoid ambiguity Using brackets, dashes or commas to indicate parenthesis 			
Reading	<p>Children to receive new reading books and reading records.</p> <p>Daily reading sessions.</p>	<p>Hidden Figures Young Readers' Edition – Margot Lee Shetterly</p> <p>Introduce text - blurb analysis</p> <p>Comprehension and Inference</p> <p>Looking at language</p>	<p>Hidden Figures Young Readers' Edition – Margot Lee Shetterly</p> <p>Summarising emotions</p> <p>Thought and Feelings</p> <p>Empathising with characters</p>	<p>Hidden Figures Young Readers' Edition – Margot Lee Shetterly</p> <p>Comprehension</p> <p>Providing an Opinion</p>	<p>The Good Thieves by Katherine Rundell</p> <p>Front Cover analysis</p> <p>Character Summaries</p> <p>Ordering Events</p>	<p>The Good Thieves by Katherine Rundell</p> <p>Prediction</p> <p>True or False</p> <p>Character's thoughts</p>	<p>The Good Thieves by Katherine Rundell</p> <p>Character Comparisons</p> <p>Authorial Intent</p> <p>True or False</p>	

	Begin Class Reader from Pie Corbett Reading Spine - Wolf Brother by Michelle Paver	Providing opinions Golden age, aeronautic, annual, pioneer, campus, applicants, sopping, depression	Comprehension Providing opinions Prediction auditorium, the fall (season), pick up the slack, commuting, indignities, pledge, personnel, pool (a group of people available for work), tardiness	Character study/summary Synonyms and Vocabulary Discussing quotes from the text economic stability, frugal, specialisation, enlistee, accessorised, affiliated, expectations, budget, inanimate, obsolete, proficiency, apparent, dilapidated, nonsensical	Character analysis Comprehension - character feelings set her jaw, liner, refuge, crested, scandalised, hems, adorned, Greta Garbo, purse, your lips, pinstripe, façade, gaunt, flamboyant	Vocabulary used and quoting from the text Feelings towards characters besieged, coaxing, canter, flank, gilt, thrum, assailant, imperious, imploring, commune rig, singlet, prodigious, countenance, blueprint, irate, inadvertently, jaunt	Retrieval or Inference Character development careened, conspicuous, remorseless, uninterested, sardonic blueprint, wary, snort of indignation, troupe, singlet, flagstoned floor, torso	
Science Properties and Changes of Materials	To write accurate definitions for the properties of materials. Develop a recognition and understanding of the vocabulary associated with materials and their properties. Vocab: magnetic, reflective, absorbent, permeable, translucent, flexible, hard, flammable, insulating, transparent Pre assessment mind map	To plan an investigation to test the properties of materials Plan an investigation, showing an understanding of how to measure results and fair testing. Vocab: Hardness, flexibility, prediction, fair testing	To understand that some materials dissolve in a liquid to form a solution. To describe how to recover a substance from a solution. Making predictions based on prior knowledge of materials and their properties. Identifying need for fair testing. Vocab: Material, dissolve, solution, recover, prediction, fair testing	To understand that some materials dissolve in a liquid to form a solution. To describe how to recover a substance from a solution. Set up dissolving investigation. Produce labelled diagrams. Discuss 'O' of FROGS -Observing over time. Vocab: Material, dissolve, solution, recover, prediction, fair testing, observing over time, diagram, label	To decide how mixtures might be separated (based on their properties) Provide clear explanations and methods for separating materials. Identify what will be kept the same and any variables. Vocab: Material, mixture, separate, predict, fair testing, variable,	To separate materials (Investigation) Conduct investigation in small groups. Repeat on numerous occasions to refine separating methods. Vocab: Material, mixture, separate, predict, fair testing, variable, equipment, method, aim, results, conclusion.	To separate materials (Investigation) Conduct investigation in small groups. Repeat on numerous occasions to refine separating methods. Write up investigation. Vocab: Material, mixture, separate, predict, fair testing, variable, equipment, method, aim, results, conclusion.	
Geography Rainforest Biome (History – 2 nd half of term)	Start of topic mind Map - South America and Rainforest	To locate and identify the countries of South America Neatly shade and label map of South America - no two touching countries to have same colour. Use Chromebooks to find capital cities of each country. Map, shade, label, country, capital	To locate the position of the Amazon rainforest. Use map skills to draw, shade and label Amazon Rainforest. Identify countries in which Amazon Rainforest can be found. Map, shade, label, area, Amazon Rainforest, country	To understand the terms: biome, habitat and climate. Develop understanding of geographical terms. Use research skills to find answers. Biome, habitat, climate, research	To make bullet point notes. Use paper and electronic sources to research layers of a rainforest. Show children how to make effective bullet point notes. Rainforest, biome, forest floor, understory, canopy, emergent layer	To convert bullet point notes into full sentences. Complete any remaining research. Show children how to convert bullet point notes. Rainforest, biome, forest floor, understory, canopy, emergent layer	Children to complete neat/final piece of work. Demonstrate how to match up rainforest artwork with layer paragraphs. Use examples of work from last year to demonstrate presentation expectations.	
Art Expressionism (DT next term)	What is Expressionism?	Complete Art History Timeline for 1860 - present day Teacher modelled work. Show children timeline slides and examples of children's work from last year. Vocab: impressionism, surrealism, pop art, expressionism, fauvism, realism	Study the work of Henri Matisse. Children to complete artist study/fact file in sketch books, based on research from internet. Teacher modelled example on IWB to show children presentation features. Identify Matisse as an expressionist artist. Vocab: Expressionism, Henri Matisse, research, fact file	Children to complete copy of Henri Matisse's Woman with a Hat. (Lesson 1) Develop and imaginatively extend ideas from starting points Show and provide children with different versions of Woman with a Hat. Children to sketch copy of painting, before using pastels to colour Vocab: Expressionism, Henri Matisse, shape, size, perspective, elongated, prominent, embolden	Children to complete copy of Henri Matisse's Woman with a Hat. (Lesson 2) Develop and imaginatively extend ideas from starting points Show and provide children with different versions of Woman with a Hat. Children to sketch copy of painting, before using pastels to colour Vocab: Expressionism, Henri Matisse, shape, size, perspective, elongated, prominent, embolden	Children to complete a copy of Edvard Munch's - The Scream Develop and imaginatively extend ideas from starting points. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Comment on artworks with a fluent grasp of visual language. Consider different interpretations off the same piece of art. Vocab: Expressionism, Edvard Munch, shape, size, perspective, elongated, prominent, embolden	Children to complete a copy of Edvard Munch's - The Scream (Clay Tile) Class teacher to check whether tiles could be fired at The Pembroke. Develop and imaginatively extend ideas from starting points. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Comment on artworks with a fluent grasp of visual language. Consider different interpretations off the same piece of art. Vocab: Expressionism, Edvard Munch, shape, size, perspective, elongated, prominent, embolden, sculpture, exaggeration, emotional/mental state	
RE Being Human Hinduism - Believing	START OF TOPIC MIND MAP HINDUISM. E	Recap prior learning - God (Hinduism) A Hindu Worldview - Brahman Key question: How do Hindus reflect their faith in the way they live?	Recap prior learning - God (Hinduism) A Hindu Worldview - Atman, Samsara, Mosksha	A Hindu Worldview - Ahimsa Key question: How do Hindus reflect their faith in the way they live? Discuss terms - violence and violent.	A Hindu Worldview - Ahimsa Key question: How do Hindus reflect their faith in the way they live? Explore stories relating to deity Krishna (cowherd). How do	Hindu Worldview - Ahimsa Key question: How do Hindus reflect their faith in the way they live? Ask pupils to produce extended piece of writing explaining how	A Hindu Worldview - Satsang Introduce concept of Satsang - concept of spiritual togetherness.	

		<p>Recap prior learning on Brahman – Brahma, Vishnu and Shiva (Trimurti) Link Samsara to Trimurti.</p> <p>Vocab: Brahman, life force, trimurti, Brahma, Vishnu, Shiva</p>	<p>Key question: How do Hindus reflect their faith in the way they live?</p> <p>Recap prior learning on Atman, Samsara and Moksha Revisit concept of Dharma and how it relates to Samsara. Recap concept of Karma.</p> <p>Vocab: Atman, Samsara, Moksha, Dharma, Karma, faith, way of life, beliefs</p>	<p>Consider physical, verbal and emotional violence. And impact of violence on victim, perpetrator and community. Introduce pupils to concept of Ahimsa – principle of non-violence. Children research Mahatma Gandhi and his life and work in context of this concept.</p> <p>Vocab: violence, violent, physical, verbal, emotional, victim, perpetrator, community, Ahimsa – non-violence</p>	<p>stories relate to Hindu beliefs about they treat animals and the natural world.</p> <p>Vocab: violence, violent, physical, verbal, emotional, victim, perpetrator, community, Ahimsa – non-violence</p>	<p>Ahimsa relates to Dharma, but also Samsara and Moksha. Children could also depict this in the form of a flow diagram or method of their choice.</p> <p>Vocab: violence, violent, physical, verbal, emotional, victim, perpetrator, community, Ahimsa – non-violence</p>	<p>Discuss the idea that community, family and society can help you fulfil your Dharma and in turn feed in to Satsang and general togetherness of the community.</p> <p>Vocab: Satsang, spiritual togetherness, Dharma, duty</p>
ICT Teach computing Systems	NO LESSON DUE TO TRAINING DAY	<p>Lesson 1 Systems To explain that computers can be connected together to form systems</p> <p>I can explain that systems are built using a number of parts I can describe that a computer system features inputs, processes, and outputs I can explain that computer systems communicate with other devices</p> <p>Vocab: system. Computer, parts, features, inputs, processes, outputs</p>	<p>Lesson 2 Computer systems and Us. To recognise the role of computer systems in our lives</p> <p>I can identify tasks that are managed by computer systems I can identify the human elements of a computer system I can explain the benefits of a given computer system</p> <p>Vocab: system, task, managed, human, benefits</p>	<p>Lesson 3 Searching the Web To experiment with search engines</p> <p>I can make use of a web search to find specific information I can refine my web search I can compare results from different search engines</p> <p>Vocab: web, search, refine, compare, search engine</p>	<p>Lesson 4 Selecting Search results To describe how search engines select results</p> <p>I can explain why we need tools to find things online I can recognise the role of web crawlers in creating an index I can relate a search term to the search engine's index</p> <p>Vocab: web, online, tools, index, search term</p>	<p>Lesson 5 How Search Results are ranked To explain how search results are ranked</p> <p>I can order a list by rank I can explain that a search engine follows rules to rank results I can give examples of criteria used by search engines to rank results</p> <p>Vocab: web, search engine, list, rank, criteria</p>	<p>Lesson 6 How are Search Results Influenced? To recognise why the order of results is important, and to whom</p> <p>I can describe some of the ways that search results can be influenced I can recognise some of the limitations of search engines I can explain how search engines make money</p> <p>Vocab: web, search engine, influenced, limitations, money, profit</p>
RSHE How do friendships change as we grow?	<p>RELATIONSHIPS Families and Friendships Managing Friendships and Peer influence Key question: What is a healthy friendship? Discuss what makes a healthy friendship and how they make people feel included. Children produce an A to Z Healthy Friendship poem</p> <p>Vocab: friendship, included, trust, patience, love, kindness, loyal, good listener, supportive etc</p>	<p>RELATIONSHIPS Families and Friendships Managing Friendships and Peer influence Key question: What is a healthy friendship? Discuss peer influence/pressure with children. What is it and how does it make people feel? The need for peer approval – particularly online. Strategies to manage peer influence – exit strategies, assertive communication</p> <p>Vocab: friendship, relationships, peer influence/pressure, approval, strategies, maturity, assertive</p>	<p>RELATIONSHIPS Families and Friendships Managing Friendships and Peer influence Key question: What is a healthy friendship? Consider how friendships experience challenges. Discuss strategies to resolve disputes and differences. How friendships change over time and benefits of new friends. Recognising when a friendship makes us feel unsafe and how to seek support.</p> <p>Vocab: friendships, challenges, differences, disputes, resolve, reconcile, change, unsafe, support</p>	<p>RELATIONSHIPS Safe Relationships Physical Contact and Feeling Safe Key question: How do we express if we feel safe in an environment? Discuss acceptable and unacceptable physical touch. When is it wanted or unwanted in different situations. Permission around physical contact How it feels in a person's mind and body when they feel uncomfortable</p> <p>Vocab: relationships, physical, contact/touch, acceptable, unacceptable, situations, context, trust, safe, uncomfortable</p>	<p>RELATIONSHIPS Safe Relationships Physical Contact and Feeling Safe Key question: How do we express if we feel safe in an environment? How it is never someone's fault if they have experienced unacceptable contact. How to respond to unwanted and unacceptable physical contact. Not keeping secrets that make us feel uncomfortable and who to tell if we have a concern</p> <p>Vocab: relationships, physical, contact/touch, acceptable, unacceptable, situations, context, trust, safe, uncomfortable</p>	<p>RELATIONSHIPS</p> <p>Respecting Ourselves and Others</p> <p>Responding respectfully to a wide range of people:</p> <p>Recognising prejudice and discrimination</p> <p>Key Question: What is discrimination?</p> <p>Recognise everyone should be treated equally.</p> <p>Listen and respond respectfully to people's views, beliefs, traditions and lifestyles..</p> <p>Identify types of discrimination – racism, sexism, homophobia etc</p> <p>Vocab: discrimination, prejudice, racism, sexism, homophobia</p>	<p>RELATIONSHIPS</p> <p>Respecting Ourselves and Others</p> <p>Responding respectfully to a wide range of people:</p> <p>Recognising prejudice and discrimination</p> <p>Key Question: What is discrimination?</p> <p>Discuss online bullying and discrimination.</p> <p>Impact of discrimination on individuals, groups and society.</p> <p>Methods to challenge and report discrimination.</p> <p>Vocab: discrimination, prejudice, racism, sexism, homophobia, bullying, society, challenge, reporting</p>

PE Invasion Games Rugby	Team/cooperation games. Bucket rounders in place of Synergy session	<p>Tag Rugby To select the appropriate skill, choosing when to run and when to pass.</p> <p>Dodge the defence Ball keep away 3v3 tag</p> <p>Vocab: throw, catch, run, change direction, change speed communication, support others, collaboration, honesty and fair play, confidence, determination, trust, decision making, comprehension, reflection,</p>	<p>Tag Rugby To move into space to support a teammate abiding by the rules.</p> <p>The rules Snake pss Moving as a team 6v2</p> <p>Vocab: throw, catch, run, change direction, change speed communication, support others, collaboration, honesty and fair play, confidence, determination, trust, decision making, comprehension, reflection,</p>	<p>Tag Rugby To use defending skills to gain possession.</p> <p>Tails game Dynamic stretches Developing defence Top tags 3v2</p> <p>Vocab: throw, catch, run, change direction, change speed communication, support others, collaboration, honesty and fair play, confidence, determination, trust, decision making, comprehension, reflection,</p>	<p>Tag Rugby To work as a defending unit to prevent attackers from scoring.</p> <p>All four, I score game Role of a defender Through the middle game Closing down space 5v5</p> <p>Vocab: throw, catch, run, change direction, change speed communication, support others, collaboration, honesty and fair play, confidence, determination, trust, decision making, comprehension, reflection,</p>	<p>Tag Rugby To use a variety of attacking skills to beat a defender. Three tags game Get out of the square game Past the defender 5v5</p> <p>Vocab: throw, catch, run, change direction, change speed communication, support others, collaboration, honesty and fair play, confidence, determination, trust, decision making, comprehension, reflection,</p>	<p>Tag Rugby To apply rules, skills and tactics learnt to play in a tag rugby tournament.</p> <p>Introduce tournament Team warm ups Play tournament</p> <p>Vocab: throw, catch, run, change direction, change speed communication, support others, collaboration, honesty and fair play, confidence, determination, trust, decision making, comprehension, reflection,</p>
Music	NO LESSON DUE TO TRAINING DAY	<p>Unit 1 – Our Community Lesson 1: Tour Through time</p> <ul style="list-style-type: none"> • Learning to sing a song • Understanding metre through singing and playing instruments • Conducting a metre of four <p>Vocab- sing, metre of four, conduct, play</p>	<p>Unit 1 – Our Community Lesson 2: Here and Now</p> <ul style="list-style-type: none"> • Conducting metres of two and three • Writing lyrics <p>Vocab- conduct, metres of two, lyrics</p>	<p>Unit 1 – Our Community Lesson 3: In The past</p> <ul style="list-style-type: none"> • Writing lyrics • Extending arrangements of a song <p>Vocab- lyrics, arrangements</p>	<p>Unit 1 – Our Community Lesson 4: Jerusalem</p> <ul style="list-style-type: none"> • Conducting metres of two and three • Learning to sing a song from our musical heritage <p>Vocab- metres of two and three, heritage</p>	<p>Unit 1 – Our Community Lesson 5: Jerusalem Fusion</p> <ul style="list-style-type: none"> • Developing accompaniments using ostinato and invented or improvised rhythms <p>Vocab- accompany, accompaniments, ostinato, invented, improvised, rhythn</p>	<p>Unit 1 – Our Community Lesson 6 Changing World</p> <ul style="list-style-type: none"> • Rehearsing for a performance • Developing a performance by adding other media • Performing with awareness of audience <p>Vocab- rehearse, perform, awareness, audience.</p>