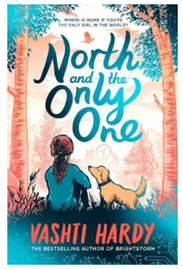
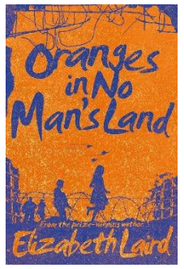
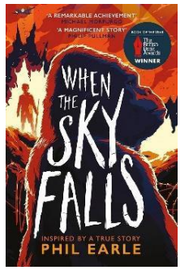
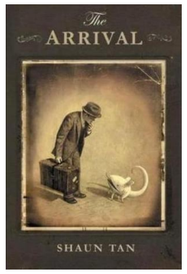
Year 6 Curriculum Map

English Reading

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Survival		**Theme:** Innovation and the future		**Theme:** Peace and Conflict	
Topics		**Topics**	**Topics**	**Topics**	**Topics**
					 
Skills		**Skills**	**Skills**	**Skills**	**Skills**
Explore books of varying structures and purposes. Retrieve and present information from non-fiction texts. Evaluate authors' language use and distinguish between facts and opinions. Analyse language. Ensure understanding by discussing, exploring word meanings, and asking questions. CV/Formal Letter/Character Description Biography/Encyclopedia Entry (Autumn 2)		Discover a wide range of genres, including myths, legends, fiction, literary classics, and multicultural literature. Summarise text. Make comparisons within and across books. Mystery Narrative/Instructional Writing/Advert - Gadgets	Read and discuss diverse literature. Memorise a broader selection of poetry. Prepare and perform poems and plays effectively. Justify views with reasoned arguments. Recount/Persuasive Writing/Poetry	Recommend books and discuss themes and conventions. Make inferences about characters and predict outcomes. Participate in discussions, contributing and challenging views politely. Explain understanding through presentations and debates. Historical Narrative/Character/Setting Description/Information – Science Link	Recommend books and discuss themes and conventions. Make inferences about characters and predict outcomes. Participate in discussions, contributing and challenging views politely. Explain understanding through presentations and debates. Historical Narrative/Character/Setting Description/Information – Science Link

English Writing

Topics	Topics	Topics	Topics	Topics	Topics
Darwin's Dragons (Fiction)/Galapagos (Non-fiction) CV Formal Letter Character Description Darwin Biography	Darwin's Dragons (Fiction)/Galapagos (Non-fiction) Formal Letter Character Description Darwin Biography	Mystery Narrative Instructional Writing Advert - Gadgets	Alma – Fantasy film video Sequel writing	Beyond the Line – Video Recount Goodnight Mister Tom Historical Narrative Character/Setting Description Information – Science Link	Recount Persuasive writing Poetry

Skills	Skills	Skills	Skills	Skills	Skills
Use of formal language appropriate to the audience. Expanded noun phrases. Varied sentence starters. Subordinating and coordinating conjunctions. Write a factual and engaging texts.	Use of formal language appropriate to the audience. Expanded noun phrases. Varied sentence starters. Subordinating and coordinating conjunctions. Write a factual and engaging texts.	Persuasive language. Sequential instructions. Structure a narrative properly. Use descriptive language to create engaging characters and settings. Emotive language.	Persuasive language. Sequential instructions. Structure a narrative properly.	Use of the past tense. Use descriptive language to create engaging characters and settings. Emotive language. Structure a narrative properly. Use formal language to write an informative piece of writing.	Use of the past tense. Recall and write about previous events. Persuasive language. Emotive language. Write with meter and rhyme. Recall and write about previous events.

Mathematics

Topics	Topics	Topics	Topics	Topics	Topics
Place Value Addition, Subtraction, Multiplication and Division Add multiply decimals	Fractions A Fractions B Converting Units	Decimals Fractions, Decimals and Percentages Ratio	Algebra	Area, Perimeter and Volume Statistics	Shape Position and Direction
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Read, write, order and compare numbers to 10,000,000, understanding place value of each digit. Round whole numbers to a required degree of accuracy and use estimation to check answers. Work with negative numbers in context, including calculating intervals across zero. Multiply and divide up to four-digit numbers by two-digit numbers using formal written methods, interpreting remainders appropriately. Use mental methods, factors, multiples and primes, and apply order of operations to solve calculations. Solve multi-step problems using all four operations, choosing efficient methods and explaining reasoning.	Simplify fractions using common factors and find common denominators using multiples, then compare and order fractions including those greater than 1. Add, subtract, multiply and divide fractions and mixed numbers, using equivalent fractions and writing answers in simplest form. Link fractions to division and convert between fractions, decimals and percentages in different contexts. Understand place value to three decimal places, and multiply and divide decimals by 10, 100 and 1000, including written methods for division. Solve problems involving decimals, rounding to a required degree of accuracy, and calculations with measures and unit conversions, including miles and kilometres. Calculate and compare area, perimeter and volume, using formulae for shapes such as triangles, parallelograms, cubes and cuboids.	Simplify fractions using common factors and express them with common denominators using multiples, then compare and order fractions including those greater than 1. Add, subtract, multiply and divide fractions and mixed numbers, using equivalent fractions and giving answers in simplest form. Link fractions with division and convert between fractions, decimals and percentages in different contexts. Understand place value to three decimal places, and multiply and divide decimals by 10, 100 and 1000. Carry out decimal calculations including multiplication and written division, giving answers to two decimal places where needed. Solve problems involving fractions and decimals, including rounding answers to a required degree of accuracy	Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving the calculating percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison. 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. Use simple formulae · generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three 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 three decimal places. Convert between miles and kilometres · 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 · calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units (for example, mm3 and km3). Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average.	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. 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. Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane and reflect them in the axes.

Science

Topics	Topics	Topics		Topics
Evolution and Inheritance	Living things and their Habitats	Light	Electricity	Animals including Humans
Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.	Recognise that light appears to travel in straight lines. 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. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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. Use recognised symbols when representing a simple circuit in a diagram. STEM Week: Alex Rider-themed project using electricity.	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function. Describe the ways in which nutrients and water are transported within animals, including humans.

Humanities

Topics	Topics	Topics
The Galapagos	Local Study – Saudi Arabia	Impact of War
Skills	**Skills**	**Skills**
Extend their knowledge and understanding beyond their local area to include South America. Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Locate the world's countries using maps, Digimaps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region in South America. Describe and understand key aspects of physical and human geography. Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied.	Describe and understand key aspects of: ▪ Physical Geography ▪ Human Geography Learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK. Visit the corniche to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. In addition, explore how Al Khobar has changed over time by comparing the past, present, and potential future development of the area. Compare Wadis using Digimaps.	Develop a chronologically secure knowledge and understanding of British, local and world history. Address and devise historically valid questions about change, cause and significance. Understand how our knowledge of the past is constructed from a range of sources. Note connections, contrasts and trends. Construct informed responses that involve thoughtful selection and organisation of historical information. Develop the use of appropriate historical terms. Create a timeline. Lebanon's civil war 1970s and compare with WW2.

Computing

Topics	Topics	Topics	Topics	Topics	Topics
Key Skills: ▪ Online safety ▪ Speed Typing Office 365	Office 365 – PowerPoint and Word	Spreadsheets (with Microsoft Excel or Google Sheets)	Spreadsheets (with Microsoft Excel or Google Sheets)	Coding Hour of Code	Coding Hour of Code
<u>Online Safety</u> Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location. To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon.	Know what a word processing tool is for. Create a word processing document altering the look of the text and navigating around the document. Know how to add images to a word document. Edit images to reduce their file size.	Know some uses of a spreadsheet tool. Navigate around a spreadsheet using cell references. Enter data into cells. Understand new vocabulary relating to spreadsheets: cells, columns, rows, cell names, sheets, workbook.	Know how to incorporate formulae for percentages, averages, max and min into their spreadsheets. Gain familiarity with range notation. Know some shortcuts that help to make data meaningful.	Plan a program which includes a timer and a score. Follow their plans to create a program. Debug when things do not run as expected. Create a program that makes use of functions.	Be creative with the way they code to generate novel visual effects. Code programs that take text input from the user and use this in the program. Attribute variables to user input. Be aware of the need to code for all possibilities when using user input.

To identify the benefits and risks of giving personal information and device. To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user. To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. To begin to understand how information online can persist and give away details of those who share or modify it. To understand the importance of balancing game and screen time with other parts of their lives, e.g., explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health. To identify the positive and negative influences of technology on health and the environment. <u>Touch Typing</u> Understand the names of the fingers. Understand what is meant by the home, bottom, and top rows. Develop the ability to touch type the home, bottom, and top rows. Use two hands to type the letters on the keyboard.Touch type using the left hand. Touch type using the right hand. <u>Office 365</u> Accessing office 365 through the internet / school portals. Understanding how to open, save and retrieve files when shared. Understand how to open, receive and send emails.	Know the correct way to search for images that they are permitted to reuse. Know how to attribute the original artist of an image. Edit their images within Word to best present them alongside text. Understand wrapping of images and text. Add appropriate text to their document, formatting in a suitable way. Use a style set in Word. Use bullet points and numbering. Add text boxes and shapes. Consider paragraph formatting such as line spacing, drop capitals. Add hyperlinks to an external website. Add an automated contents page. Add tables to present information. Edit properties of tables including borders, colours, merging cells, adding and removing rows and columns. Add word art for a heading.	Use a spreadsheet to carry out basic calculations including addition, subtraction, multiplication and division formulae. Use the series fill function. Recognise how using formulae allows the data to change and the calculations to update automatically Use a spreadsheet to model a situation. Use a spreadsheet to solve a problem. Use the SUM function. Use a variety of methods including flash fill, convert text to tables and splitting cells for organising and presenting their data in a spreadsheet. Know what is meant by a delimiter. Understand how to sort data.	Begin to develop a critical eye when it comes to the conclusions that can be made from data. Know that there are ways to represent their data graphically and that spreadsheets can make the process of representing data easier. Gain an understanding of how a graphical representation can make data easier to interpret. Make a variety of charts using Sheets. Illustrate their data using sparklines and data bars. Understand how a spreadsheet can be used to plan an event. Understand the advantages of using formulae when data is subject to change. Model a real-life situation using a spreadsheet. Apply all new spreadsheet skills to solving problems and presenting data. To explore printing spreadsheets.	Create a program that uses multiple functions with the code arranged in tabs. Explain how their code executes when their program is run. Follow flowcharts to create and debug code. Create flowcharts for procedures.	Follow through the code of how a text adventure can be programmed in 2Code. Design their own text-based adventure game based on one they have played. Adapt an existing text adventure so it reflects their own ideas.

Art					
Topics	**Topics**	**Topics**	**Topics**	**Topics**	**Topics**
Galapagos Watercolour Paint	Weaving Independent Research	Year 6/EYFS Art & DT – Sewing Project: Buddy Stuffies		Saudi Art- Islamic patterns	Saudi Art - Henna-Inspired Pattern Design
Skills	**Skills**	**Skills**		**Skills**	**Skills**
Research the work of Marcia Baldwin and understand how she uses colour when she paints marine animals. Draw a marine turtle in proportion using images of turtles from the Galapagos	Carry out own research at home based on the animals and landscapes of the Galapagos and use it to inform a colour palette for a weaving.	Design and create a felt “stuffy” (soft toy), considering shape, size, and simple construction methods. Add decorative details (e.g. eyes, mouths, patterns, accessories) using stitching or fabric pieces.		Develop understanding of Islamic geometric patterns, including repetition, symmetry, and tessellation.	Develop fine line control. Create intricate repeating patterns. Explore symmetry on hands or templates.

islands. Blend watercolours to create complimentary and contrasting areas using the colour wheel as a reference. Cross-curricular: Galapagos Islands.	Learn how to make a warp on a loom to begin weaving. Improve fine motor skills when weaving the weft. Once the concept of weaving is understood, begin to experiment with diagonal weaving and weaving shapes into the design. Tie the weaving at both ends and make design decisions when choosing items for a hanger and hook to hang in the home. Reference the colour wheel throughout the weaving project to achieve analogous, complimentary or contrasting colours.	Understand how to assemble a soft toy, including layering, stitching edges, and stuffing. Work collaboratively with Reception pupils to co-design a character, sharing ideas and making joint decisions. Develop communication and leadership skills by supporting younger children through the design process. Form a buddy partnership, showing patience, encouragement, and responsibility throughout the project. Apply problem-solving skills when adapting designs or fixing sewing mistakes.	Explore how Islamic art avoids figurative imagery, focusing on pattern, shape, and design. Create precise designs using shape construction (circles, stars, grids) as a base for pattern-making. Use printing techniques (e.g. foam tiles, block printing, stamping) to repeat patterns effectively. Experiment with colour choices, including traditional palettes (blues, golds, earthy tones). Explore radial symmetry and how patterns can be built from a central point. Use tools safely and effectively to carve or press printing blocks. Evaluate and refine designs, considering balance, repetition, and overall composition.	Work with flowing, organic shapes. Linked to Year 7 Term 1 Saudi buildings and culture project.

Music					
Topics	**Topics**	**Topics**	**Topics**	**Topics**	**Topics**
Step Dance Performance	Song Cycle Performance	Composition	Mini Musical Performance	Awards Show Performance	Leavers' Assembly Performance
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Explore beat and syncopation through a song and body percussion. Develop the idea of pitch shape and relating it to movement. Understand pitch through movement and Notation. Explore ways of combining and structuring rhythms through dance.	Sing in three-part harmony. Develop song cycles for performance. Stage a performance with awareness of Audience. Learn to sing major and minor note patterns accurately. Learn a pop song with understanding of its structure. Develop planning, directing and rehearsal skills.	Feel and move to a three-beat pulse and revising rhythmic ostinato. Perform and improvise rhythmic and melodic ostinato. Sing in harmony. Learn about chords. Revise, rehearse and develop music for Performance. Understand the process of a musical performance.	Devise rhythmical actions to music. Develop a performance of a Musical. Improvise descriptive music. Sing a traditional Song. Sing call and response songs in two groups. Plan and structure pieces to make a finale. Develop and rehearse for a performance. Perform to an audience.	Learn music for a special occasion. Compose programme music from a visual stimulus. Sing a verse and chorus song. Write new verses for a rap. Develop a song arrangement. Rehearse for a performance. Perform together with an awareness of the audience.	Sing a song with expression and sustained notes. Sing in two-part harmony. Performing complex song rhythms confidently. Play instrumental parts to accompany a song. Listen to and understand modulation in a musical bridge. Preparing for a performance.

PE					
Topics	**Topics**	**Topics**	**Topics**	**Topics**	**Topics**
Fitness - Football	Handball - Netball	Athletics - Basketball	Tag Rugby - Cricket/Rounders	Orienteering - Badminton	Dodgeball – Dance
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Fitness Be able to describe the importance of being physically fit. Further understand how physical activity can contribute to a healthy lifestyle. Know how invasion sports help your fitness and health. Develop physical characteristics needed for sport.	**Handball - Netball** Apply basic principles for attacking and defending, choosing different formations to suit the need of the game. Develop control whilst performing skills at speed.	**Athletics** Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed.	**Tag Rugby** Apply basic principles for attacking and defending, choosing different formations to suit the need of the game. Develop control whilst performing skills at speed.	**Orienteering** Build confidence during team activities. Takes part in orienteering events, such as picture orienteering and control orienteering, with success. Use a map to confidently orientate yourself around - Use previous knowledge to navigate and design a route to the controls.	**Dodgeball** Successfully catch a ball at different heights. Demonstrate a variety of different throwing techniques with good accuracy, pace, and consistency. *(dodgeball)* Take part in competitive games, playing fairly and working cooperatively as part of a team.

Football Apply basic principles for attacking and defending, choosing different formations to suit the need of the game. Develop control whilst performing skills at speed. Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play. Use the defending principles in game situations, including marking, tracking and covering, to gain possession. Combine and perform skills with control, adapting them to meet the needs of the situation. Choose and apply a range of tactics and strategies when both attacking and defending. Use different skills to keep possession of a ball as part of a team. Change speed and direction to get away from a defender. Choose different formations to suit the needs of the game and choose skills that meet the need of the situation. Work effectively as a team. Use a variety of tactics to keep possession of the ball, applying the principles of attacking. Use the defending principles in game situations, including marking, tracking, and covering, to gain possession. Incorporate the rules of the game into small sided games such as passing backwards in tag rugby. To pass and catch the ball whilst running at different speeds. Keep control of the ball when running and passing, ensuring passing is accurate. Carefully consider the best way to score and win the game, remembering to find and use space when running.	Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play. Use the defending principles in game situations, including marking, tracking and covering, to gain possession. Combine and perform skills with control, adapting them to meet the needs of the situation. Choose and apply a range of tactics and strategies when both attacking and defending. Use different skills to keep possession of a ball as part of a team. 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Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests. **Basketball** Apply basic principles for attacking and defending, choosing different formations to suit the need of the game. Develop control whilst performing skills at speed. Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play. Use the defending principles in game situations, including marking, tracking and covering, to gain possession. Combine and perform skills with control, adapting them to meet the needs of the situation. Choose and apply a range of tactics and strategies when both attacking and defending. Use different skills to keep possession of a ball as part of a team. Change speed and direction to get away from a defender. Choose different formations to suit the needs of the game and choose skills that meet the need of the situation. Work effectively as a team. 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Successfully remove tags in accordance with the rules. *(tag rugby)* **Cricket/Rounders** Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control. Bowl using an overarm technique, beginning to vary speed and length of delivery. Use skills and tactics to outwit opponents when fielding, bowling, and batting. Work as part of a team that covers the areas to make it hard for the batter to score runs. Use tactics that involve bowlers and fielders working together. Perform skills with accuracy, confidence, and control. Participate in competitive games, modified where appropriate. Retrieve, intercept, and stop a ball when fielding.	Develop map reading and map building skills. Develop physical fitness and be able to describe its importance in orienteering. **Badminton** Experiment with the racket using different skills. Play shots at different heights, direction, and speed, and improve hitting the ball/shuttle whilst moving. Use different skills and tactics learnt to try win games. Improve consistency of shots, directing them to help win competitions. Be continuous within a rally and regularly play consistent shots. Use tactical serves to deceive opponent. Demonstrate fast paced movements, including the chasse step and lunge whilst increasing shuttle accuracy. *(badminton)* Hit the ball with purpose, varying speed, height, and direction. Direct the ball towards the opponent's court or target area. Perform skills such as forehand and backhand shots with control and confidence. Apply the principles of attacking. Adopt a good ready position with purpose and show good position on court. Participate in competitive games, modified, and adapted where appropriate. Appy basic principles suitable for defending. Apply basic principles suitable for attacking. Identify spaces and understand the tactic of hitting into gaps. Use good footwork that allows the ball to be hit with good technique.	Use different ways to dodge the ball (jump, gallop, jockey.) *(dodgeball)* Use appropriate tactics in games and discuss and apply strategies needed to win. Determine how much speed and power is required when working to a target. Compete with other in modified games. **Dance** Move in a way that reflects the music. Perform dances in both canon and unison, with clarity and confidence. Explore and practice movement ideas inspired by a stimulus. Explore, improvise, and combine movement ideas fluently and effectively. Perform movements to an audience with rhythm and confidence.

Spanish

Topics	Topics	Topics	Topics	Topics	Topics
School Life Revision: Classroom Routines The Weather and Seasons Items of Clothing Recap: All About Me	Technology Parts of a Computer and its Usage Applications and Social Media Hispanic Festivities	All About my Life Family, Descriptions and Pets The Hispanic World: Cuba	All About my Life Birthdays, Numbers and Age The Hispanic World: Tainos	Leisure Time Weather Hobbies and Sports TV Programmes Assessment 3	Environment Shopping Helping at home Films The Hispanic world: Costa Rica
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Say the date, following class instructions and name school objects. Describe different types of weather. Recap on school uniform clothes expressing opinions and justifying with reasons. Say how you get to school (transport) using adverbs of frequency.	Identify parts of a computer and what those components are used for using infinitive verbs. Say what applications you use on social media giving opinions and reasons. Familiarise with Hispanic end of year festivities.	Revise family members and personal and physical descriptions using verb (soy) and adjectives. Name and describe pets using colours and adjectives and the correct gender. Familiarise with facts about Cuba.	Revise birthdays and say your age. Recap family descriptions and pets using verb (soy) and adjectives in the correct gender. Complete end of term assessment. Familiarise with facts about Tainos (native Caribbean tribes).	Revise weather types using intensifiers. Recap hobbies (giving opinions and reasons). Revise inside and outside sports (likes and adjectives). Say what musical instruments you play and why. Say what TV programme is your favourite giving your reasons. Complete end of term assessment.	Say what you buy at the supermarket (presents) using adjectives. Say what you do to help at home using adverbs of frequency and giving your reasons. Describe what films you like giving your reasons. Describe what items you recycle and how often. Familiarise with facts about Costa Rica and its eco-friendly approach.

STEM

Topics	Topics	Topics
Sewing - Dragon	Construction using Electrical Circuits Link with STEM Week – Alex Rider Themed Project	Cookery and Nutrition WW2 Rationing (Using limited ingredients to cook) Rice Pudding/Bread and Butter Pudding
Skills	**Skills**	**Skills**
Use a template/pattern to create pieces of a whole. Put pieces together to make a whole. Use sewing techniques (running stitch/back stitch) to attach the different parts of the dragon.	Join materials togethers. Measure and cut materials. Select the correct materials to form electrical circuits.	Measure ingredients. Mix to the correct consistency. Follow a recipe. Use the ovens to cook until it is ready.