

Year 6 English: Kick – Narrative – Approximately 4 weeks of learning time

Tier 2 Vocabulary	Definition
surges	A surge is a sudden and powerful movement or increase.
scrawny	Scrawny means very thin and weak looking.
wiffs	Wiffs are gentle movements of air that carry smells or sounds softly through the air.
clasped	Clasped means to hold something tightly in your hands or arms.
Tier 3 Vocabulary	Definition
democracy	Democracy is a system of government where the people choose their leaders and have a say in decisions.
landlord	A landlord is a person who owns a building or land and allows others to live or work there, usually for rent.
moneylender	A moneylender is a person or organisation that lends money, usually with interest.
monsoon	A monsoon is a seasonal wind that brings heavy rain, often occurring in tropical regions.



This narrative is set in **Jakarta** which lies on the northwest coast of **Java**, the world's most populous island.

Contemporary Fiction
by
Mitch Johnson



Prior Learning	This unit is the third core text unit for Year 6. The key themes are child labour, poverty and justice within the context of the sweatshops of south-east Asia.
Reading	The children will learn to: <ul style="list-style-type: none"> Compare and contrast different characters' perspectives presented by the author (building on 'The Tempest' Y5). Identify and analyse the deliberate choices made by the author to construct stereotypes (building on 'The Boy at the Back of the Class').
Writing	In the context of writing a BBC Newsround report on child labour in Jakarta, the children will learn to: <ul style="list-style-type: none"> Develop initial ideas from wider research. Structure a report using linguistic organisational devices to guide the reader (building from 'The Boy at the Back of the Class'). Choose appropriate discourse markers to build cohesion across paragraphs (building from 'The Boy at the Back of the Class').
Grammar and Punctuation	The children will learn to identify and use: <ul style="list-style-type: none"> Manipulate active and passive voice to maintain journalistic style (builds on subject and object knowledge from KS1). Choose appropriate indefinite pronouns to reinforce point of view: e.g. everyone would agree (building on knowledge of pronouns in Y5). Use colons to introduce lists or to give further explanation. Subjunctive verbs, within an incidental piece of writing as factory owner setting out expectations of the children (building on persuasion in 'Escape from Pompeii' Y5).
Oracy	In the context of delivering a news report in role, the children will learn to: <ul style="list-style-type: none"> Speak fluently in Standard English in front of an audience, selecting appropriate body language and tone of voice (building on Henry's Freedom Box Y5). Construct a complex report, adapting style to engage the audience (building on 'Thieves of Ostia' Y5).

In this unit, you will become familiar with the following:

Active
Voice

Passive
Voice

Subjunctive
form



Y6 Knowledge Organiser: Converting Units



National Curriculum Links

- Solve problems involving addition, subtraction, multiplication and division.
- 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

Converting Mass

$1 \text{ tonne} = 1000\text{kg}$

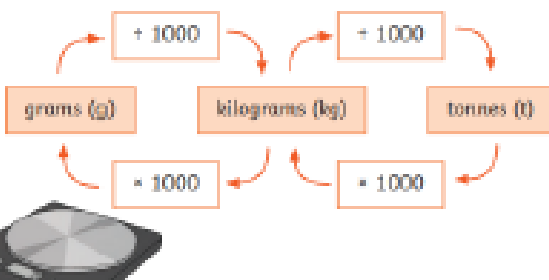
$1000\text{g} = 1\text{kg}$

$\frac{1}{10} \text{ kg} = 0.1\text{kg} = 100\text{g}$

$\frac{1}{4} \text{ kg} = 0.25\text{kg} = 250\text{g}$

$\frac{1}{2} \text{ kg} = 0.5\text{kg} = 500\text{g}$

$\frac{3}{4} \text{ kg} = 0.75 = 750\text{g}$



Converting Capacity

$1000\text{ml} = 1\text{l}$

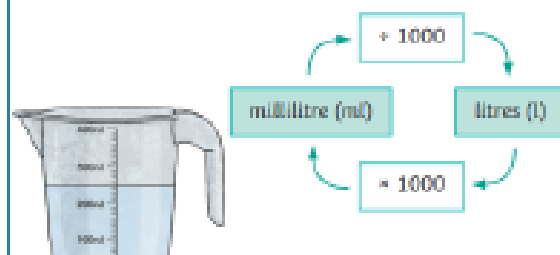
$\frac{1}{10} \text{ l} = 0.1\text{l} = 100\text{ml}$

$\frac{1}{4} \text{ l} = 0.25\text{l} = 250\text{ml}$

$\frac{1}{2} \text{ l} = 0.5\text{l} = 500\text{ml}$

$\frac{3}{4} \text{ l} = 0.75\text{l} = 750\text{ml}$

$\frac{1}{100} \text{ l} = 0.01\text{l} = 10\text{ml}$



Converting Length

$1000\text{m} = 1\text{km}$

$100\text{cm} = 1\text{m}$

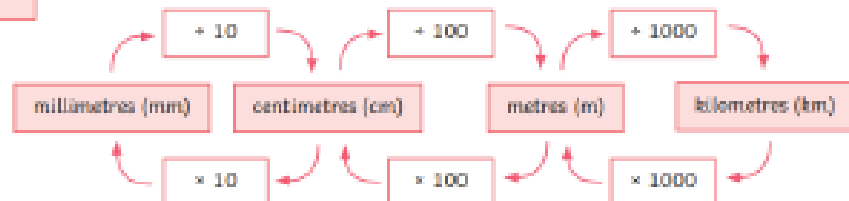
$10\text{mm} = 1\text{cm}$

$\frac{1}{2} \text{ m} = 0.5\text{m} = 50\text{cm}$

$\frac{1}{4} \text{ m} = 0.25\text{m} = 25\text{cm}$

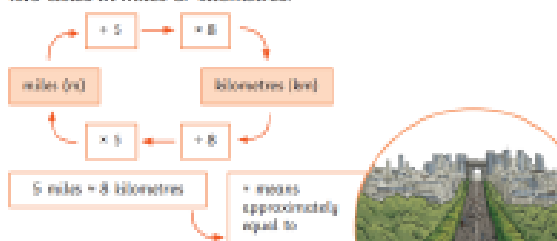
$\frac{3}{4} \text{ m} = 0.75\text{m} = 75\text{cm}$

$\frac{1}{10} \text{ m} = 0.1\text{m} = 10\text{cm}$



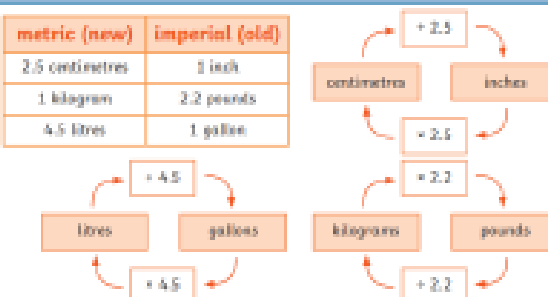
Miles to Kilometres

You might measure the length of a road or the distance between two cities in miles or kilometres.



Metric to Imperial Conversions

metric (new)	imperial (old)
2.5 centimetres	1 inch
1 kilogram	2.2 pounds
4.5 litres	1 gallon





Y6 Knowledge Organiser: Algebra



National Curriculum Links

- Solve problems involving addition, subtraction, multiplication and division
- Use simple formulae
- Generate and describe linear number sequences
- Find pairs of numbers that satisfy an equation with two unknowns
- Enumerate possibilities of combinations of two variables
- Express missing number problems algebraically

Key Vocabulary	Forming Expressions	Forming Equations														
term to term rule	<p>Add 14 to a: $a + 14$</p> <p>Subtract 20 from b: $b - 20$</p> <p>Multiply c by 4: $4c$</p> <p>12 more than d: $d + 12$</p> <p>Multiply e by 3 and subtract 5: $3e - 5$</p> <p>$2(f + 12) = 44$ Add 12 to f and then multiply by 2</p>	<p>$a + 14 = 20$</p> <p>$b - 20 = 15$</p> <p>$4c = 28$</p> <p>$d + 12 = 30$</p> <p>$3e - 5 = 10$</p> <p>An equation is a number statement with an equal sign (=). Expressions on either side of the equal sign are of equal value.</p>														
variable																
unknown																
expression	<p>Formulas / Formulae</p> <p>(The word formula has two possible plural forms, formulae and formulas.)</p> <p>A formula is a special type of equation that shows the relationship between different substituted variables. Formulae are often used in geometry to find area and volume.</p> <p>Area of rectangle = length \times width</p> <p>Area of triangle = (base \times height) \div 2</p> <p>(12.5 \times hours worked) \div 25 = cost of job</p>															
equation	<p>Equations with Pairs of Unknowns</p> <p>In an equation with two unknown numbers, there may be several possible values for the unknowns that will balance the equation.</p> <p>$2a + b = 10$</p> <table border="1"> <tr><th>a</th><th>b</th></tr> <tr><td>2</td><td>6</td></tr> <tr><td>3</td><td>4</td></tr> <tr><td>4</td><td>2</td></tr> <tr><td>5</td><td>0</td></tr> </table>	a	b	2	6	3	4	4	2	5	0	<p>Enumerating Possibilities</p> <p>Enumerating means making a complete list of answers to a problem.</p> <ul style="list-style-type: none"> - Use a system for finding the possibilities. - Organise your findings in an ordered list or table. - Have a way of deciding when all possibilities have been found. <p>There are four ice cream flavours.</p> <table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table> <p>Two scoops of two different flavours give six possible combinations.</p> <ul style="list-style-type: none"> • chocolate and strawberry • chocolate and vanilla • chocolate and mint • strawberry and vanilla • strawberry and mint • vanilla and mint 				
a	b															
2	6															
3	4															
4	2															
5	0															
formula	<p>Solving Pairs of Equations</p> <p>More information is given so there is only one solution. Our models can be used to represent the problem.</p> <p>$a + b = 16$ $a = 15$</p> <p>$a + a = 16$ $2a + 0 = 16$ $2a = 16$ $a = 8$ and $b = 8$</p>															
one-step equation	<p>Linear Number Sequences</p> <p>A linear number sequence is a sequence where each value increases or decreases by the same amount each time. Each number in a linear number sequence is called a term. The constant change between each number is called the term to term rule. To identify the term to term rule, find the difference between two adjacent terms.</p> <p>When you know the term to term rule, you can use it to find the next number in the sequence. It can also be used to find a missing number within a sequence.</p>															
two-step equation	<p>$33 \quad 28 \quad 23 \quad 18 \quad 13 \quad 8$</p> <p>$\frac{1}{2} \quad ? \quad 1\frac{1}{2} \quad 1\frac{1}{2} \quad ? \quad 2\frac{1}{2}$</p>	<p>$0.5 \quad 0.9 \quad 1.3 \quad 1.7 \quad ? \quad ?$</p> <p>$127 \quad ? \quad ? \quad 181 \quad ? \quad 217$</p>														
substitution																
pairs of unknowns																
enumerate																



Y6 Knowledge Organiser: Statistics



National Curriculum Links

- Interpret and construct pie charts and line graphs and use these to solve problems.
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- Calculate and interpret the mean as an average.

Key Vocabulary	Interpreting Data	Pie Charts
bar chart	Information can be shown in tables, charts or graphs.	Pie charts represent discrete data.
pictogram	Interpreting data simply means understanding or working out what is being shown by a table, graph or chart and being able to answer questions about that information.	A circle is divided into segments, where each segment represents a data category. The size of each segment matches its proportion of the total amount.
frequency table		
tally chart		
pie chart		
discrete data		
continuous data		
line graph		
sum		
difference		
comparison		
interpret		
mean average		
	<h3>Line Graph</h3> <p>Line graphs are used to show changes to a measurement over time.</p> <p>Data shown in a line graph is continuous. Sets of points are joined together to make the line.</p> <p>A line graph to show the length of shadows over time</p>	<p>A pie chart to show children's favourite sports</p> <p>Key</p> <ul style="list-style-type: none"> swimming netball football gymnastics <p>24 children were asked in total.</p> <p>Swimming = $\frac{1}{2}$ so $\frac{1}{2}$ of 24 = 12 children</p> <p>Netball = $\frac{1}{4}$ so $\frac{1}{4}$ of 24 = 6 children</p> <p>Football = $\frac{1}{8}$ so $\frac{1}{8}$ of 24 = 3 children</p> <p>Gymnastics = $\frac{1}{8}$ so $\frac{1}{8}$ of 24 = 3 children</p>

Bar Chart	Dual Bar Charts
<p>A bar chart has a horizontal axis and a vertical axis. Bars show the data value of each category. There must be a gap between each bar. The scale of the bar chart is chosen based on the data range.</p> <p>A Bar Chart to show the Temperature of Conditions</p>	<p>A dual bar chart compares two sets of related data. The bars can be vertical or horizontal.</p> <p>Three children play 2 games and record their scores. Both Rosa and Leo scored more in the second game than in the first one.</p> <p>Key</p> <ul style="list-style-type: none"> game 1 game 2

Frequency Table	Mean Average																							
<table border="1"> <thead> <tr> <th>Eye Colour</th> <th>Tally</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>brown</td> <td> </td> <td>6</td> </tr> <tr> <td>blue</td> <td> </td> <td>8</td> </tr> <tr> <td>green</td> <td> </td> <td>3</td> </tr> <tr> <td>grey</td> <td> </td> <td>4</td> </tr> <tr> <td>hazel</td> <td> </td> <td>5</td> </tr> </tbody> </table> <p>Tally marks are used to help count things. Each vertical line represents one unit. The fifth tally mark goes down across the first four to make it easier to count.</p> <p>The frequency column is completed after all the data has been collected.</p>	Eye Colour	Tally	Frequency	brown		6	blue		8	green		3	grey		4	hazel		5	<p>The mean is the average of a set of data.</p> <p>To find the mean or average, add up all of the values to find the total. Divide the total by the number of values that you added together. This will give you the mean.</p> <table border="1"> <tr> <td>12</td> <td>15</td> <td>10</td> <td>8</td> <td>15</td> </tr> </table> <p>$12 + 15 + 10 + 8 + 15 = 60$</p> <p>$60 \div 5 = 12$</p> <p>The mean of this data is 12.</p>	12	15	10	8	15
Eye Colour	Tally	Frequency																						
brown		6																						
blue		8																						
green		3																						
grey		4																						
hazel		5																						
12	15	10	8	15																				

Year 6 Maths Knowledge Organiser

Area, Perimeter and Volume

Knowledge Organiser

Key Vocabulary

perimeter

area

volume

cubic units (e.g. cm^3)

caboid

width

length

rectangle

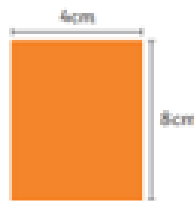
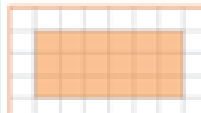
rectilinear

parallelogram

perpendicular height

Area of Rectangles

length \times width = area of a rectangle



Counting squares:

area = 18cm^2

Use formula:

$6\text{cm} \times 3\text{cm}$

area = 18cm^2

$6\text{cm} \times 3\text{cm}$ area = 18cm^2

Perimeter of Rectangles

perimeter = length + width + length + width or (length + width) \times 2

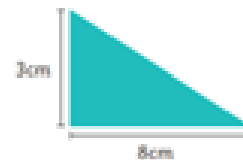


$5\text{cm} + 4\text{cm} + 5\text{cm} + 4\text{cm}$
perimeter = 18cm

$(5 + 2) \times 2$
perimeter = 16cm

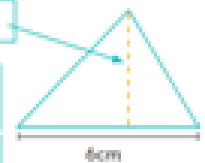
Area of Triangles

base \times perpendicular height \div 2 = area of a triangle

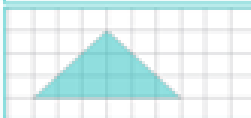


$8\text{cm} \times 3\text{cm} \div 2$
area = 12cm^2

perpendicular height = 5cm



$6\text{cm} \times 5\text{cm} \div 2$
area = 15cm^2



Counting squares:

6 whole squares = 6cm^2

6 half squares = 3cm^2

$6\text{cm}^2 + 3\text{cm}^2 = 9\text{cm}^2$

area = 9cm^2

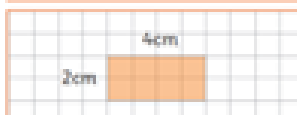
Using formula:

$6\text{cm} \times 3\text{cm}$

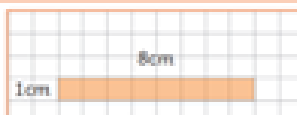
$\div 2 = 9\text{cm}^2$

Perimeter and Area

Shapes with the same area can have different perimeters.

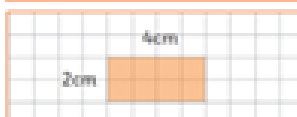


area = 8cm^2 perimeter = 12cm

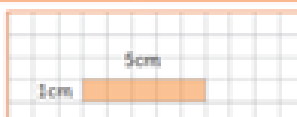


area = 8cm^2 perimeter = 18cm

Shapes with the same perimeter can have different areas.



area = 8cm^2 perimeter = 12cm

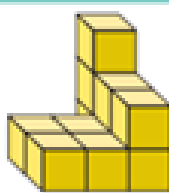


area = 5cm^2 perimeter = 12cm

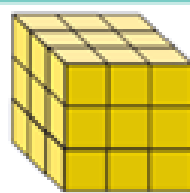
Volume - Counting Cubes



= 1cm^3



11cm^3



27cm^3

Area of Parallelograms

base \times perpendicular height = area of a parallelogram

A parallelogram can be transformed into a rectangle.

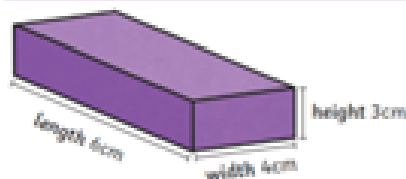


perpendicular height = 6cm

$12\text{cm} \times 6\text{cm} = 72\text{cm}^2$

Volume of Cuboids

length \times width \times height = volume of a cuboid



Multiply dimensions in **any** order:

$3\text{cm} \times 6\text{cm} \times 4\text{cm}$

volume = 72cm^3

Year 6 Religious Education— Death & New Life —Approximately 4 weeks of learning time

Terminology	Definition
loss	The fact or process of losing something or someone.
death	The action or fact of dying; the end of the life of a person or organism.
change	Make or become different.
growth	The process of increasing in size.
Ash Wednesday	The first day of Lent marked by services of penitence.
Lent	The period preceding Easter, which is devoted to fasting, abstinence, penitence and alms giving.
Holy Week	The week before Easter, beginning on Palm Sunday.
The Triduum	A period of two days observance – Maundy Thursday, Good Friday & Holy Saturday.
Easter Vigil	The ceremonies of Holy Saturday & the most solemn memorial of the liturgical year. Consists of four parts: the Service of Light, Liturgy of the Word, Liturgy of Baptism and Liturgy of the Eucharist.
Resurrection	The rising of Christ from the dead.

Prior Learning	Pupils will know and understand the Church seasons of Lent, Holy Week and Easter, the suffering, death and resurrection of Jesus led to new life.
Standard Indicators	Show knowledge and understanding of a range of scripture passages that corresponds
	Show understanding of, by making links between: beliefs & sources beliefs & worship
	Use religious vocabulary widely, accurately and appropriately
	Compare their own and other peoples responses to questions about each of the areas of
	Show an understanding of how own and others decisions are informed by beliefs and moral values
	Use sources to support a point of view .
	Arrive at judgements



Year 6 Religious Education— Other religions: Islam —Approximately 1 week of learning time

Terminology	Definition
Guidance	Advice or information, normally aimed at resolving a problem.
belief	an acceptance that something exists or is true, especially one without proof
five pillars	the foundations of the religion of Islam to give guidance to Muslims in their daily lives
Shahada	the most important pillar: 'There is no God but Allah and Muhammad is his messenger.'
Salah	the requirement of Muslims to pray five times per day
Zakat	the requirement of Muslims to give to the poor
Sawm	fasting during the month of Ramadan
Hajj	Once in a lifetime, Muslim people must make a pilgrimage to Makkah.



Prior Learning	Pupils have learned about Islam in previous year groups. In Year 5, they learned about how and why Muslims celebrate Ramadan and Eid-ul-Fitr.
Standard Indicators	<p>To show knowledge and understanding of a range of religious beliefs.</p> <p>To show knowledge and understanding of religious symbols and the steps involved in religious actions and worship, using religious vocabulary.</p> <p>To compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose.</p> <p>To recognise difference, comparing and contrasting different points of view.</p>

The Five Pillars of Islam

These are the five most important duties for Muslims.

The Shahada
The belief that there is no God but Allah and that Muhammad (PBUH) is his messenger.

Salah
Praying five times a day.

Zakat
Making an annual charitable donation to help the poor.

Sawm
Fasting during the month of Ramadan.

Hajj
Attending the pilgrimage to Mecca once in your lifetime.

Year 6 Science:

Knowledge Organiser: Evolution and Inheritance



Camels have several adaptations to help them survive in a hot habitat.

What will we learn?

What is variation?

Why do adaptations matter?

What are some animal adaptations?

How do plants adapt?

What can fossils reveal?

Who are key figures in evolution?

Each week, we'll answer comprehension questions linked to our learning. Which look like this.

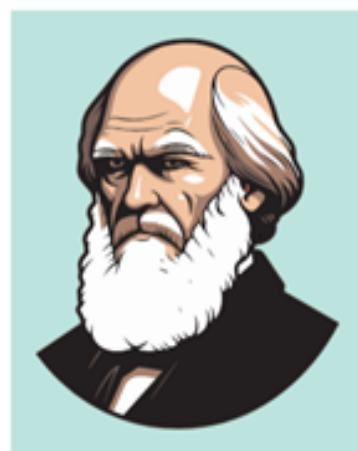
WHAT DO YOU KNOW ABOUT VARIATION?

Read lesson 1 of the booklet and then answer the following questions.

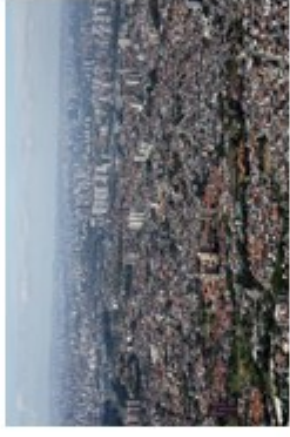
1. Why are offspring different from parents?
2. Give one example of mitotic division.
3. Name one environmental cause of variation.
4. Why aren't identical twins clones?
5. What are genes?

Key Vocabulary

genes	Parts of cells that carry information from parents to their offspring.
offspring	The child or young of a particular human, animal or plant.
species	A group of living things that naturally produce young with other members of the same group but not with those of other groups.
variation	The differences we see among individuals of the same species.
adaptation	Certain variations that give some individuals an advantage in survival and reproduction.
evolution	Million of years of adaptation.
reproduction	The process by which living things create young or offspring.
natural selection	A natural process of evolution in which the organisms that are best adapted to their environment survive and are able to reproduce, while those that are weak leave fewer or no offspring.



Year 6 Geography – North and South America - Approximately 6 weeks of learning time



Terminology		Definitions
latitude		imaginary lines running east-west around the Earth, parallel to the Equator, used to measure how far north or south a place is
megacity		very large cities with populations of over 10 million
sustain		To keep something going over a period of time
Tropic of Capricorn		an imaginary line on the Earth, about 23.5 degrees south of the Equator
conurbation		When a city has grown outwards to take in other settlements.
populous		an adjective meaning 'with a high population'
favela		an informal settlement or working-class neighbourhood in Brazil sometimes referred to as slums or shanty towns
suburbs		the outer edges or faraway parts of a town or city, away from the busy centre
make-shift		something that is temporary and made quickly using whatever bits and pieces are available
sewers		large, artificial/underground pipe or tunnel that carries away dirty water and human waste
Four-figure grid reference		pinpoints a specific grid square on a map by using eastings (numbers along the bottom) and northings (numbers up the side)



Prior learning	Disciplinary focus: diversity. What are the pros and cons of living in a megacity?	Geography objectives
<p>Pupils have prior knowledge of population and settlements. They also have knowledge of people moving countries in history and the previous unit was about migration.</p>	<p>1. Welcome to North and South America We are learning about the physical and political geography of North and South America</p> <p>2. What is a megacity? We are learning what challenges megacities in the Americas face</p> <p>3. The megacities of Brazil We are learning the similarities and differences of the megacities of Brazil</p> <p>4. Urban and rural migration in Brazil We are learning about rural-to-urban migration in Brazil</p> <p>5. The favelas We are learning about life in a favela</p> <p>6. Changing the stereotype of the favela We are learning about changing to stereotype of the favela</p>	<p>1. Welcome to North and South America We are learning about the physical and political geography of North and South America</p> <p>2. What is a megacity? We are learning what challenges megacities in the Americas face</p> <p>3. The megacities of Brazil We are learning the similarities and differences of the megacities of Brazil</p> <p>4. Urban and rural migration in Brazil We are learning about rural-to-urban migration in Brazil</p> <p>5. The favelas We are learning about life in a favela</p> <p>6. Changing the stereotype of the favela We are learning about changing to stereotype of the favela</p>

Year 6 PE Knowledge Organiser

Hockey

What will we learn?

- To change direction and use the correct side of stick, sometimes using Indian dribbling to avoid defenders.
- To choose between the two passes (push/slap) and explain simply why.
- To make a direct pass while dribbling.
- To begin to use stick to mark a player from the side line causing them difficulty.
- To successfully score while in the scoring area.
- To understand some basic rules of In2hockey.
- To play small sided competitive games .
- To communicate with teammates effectively.
- To evaluate skills to aid improvement.



Key Vocabulary	Definition
dribbling	A way of controlling the ball with your stick as you run.
Indian dribbling	A style of dribbling that involves moving the ball quickly from right to left and then from left to right repeatedly by turning the hockey stick.
opponent	A person who someone is competing against in a sports event.

Year 6 PE Knowledge Organiser

Net and Wall

What will we learn?

- To alternate quickly between using backhand and forehand shots, as required in the moment.
- To serve with power and accuracy.
- To use applied skills in tennis and badminton games (group games and doubles).
- To apply tactics to gain points.
- To evaluate performances.



Key Vocabulary	Definition
<i>backhand</i>	A hit in which the arm is brought across the body with the back of the hand facing the same direction as the hit itself.
<i>forehand</i>	A hit in which the palm of the hand that is holding the racket faces the same direction as the hit itself.
<i>serve</i>	A shot to start a point. A player will hit the ball with a racquet so it will fall into the diagonally opposite service box without being stopped by the net.

Y6 Music – Knowledge Organiser

➤ Popular Music

➤ Musical Styles Connect Us

What will we learn?

- To reintroduce the purpose of 'sharps' and 'naturals' – explaining that they add colour to melodies.
- Recognise how to play F# and that this raises the sound a semitone and by one-fret.
- Learn to understand the difference between F and F# and play simple melodies where both are used.
- To revise and revisit rest values.
- To recognise the concept of chords and arpeggios (broken chords) and comprehend the difference when listening to music.
- To understand how to play chords – using 'PIM' fingers
- To recognise that stem down notes typically relate to 'thumbs'.
- To begin to learn the chord of 'G'.

Understanding Music

Tempo: Moderato – at a moderate speed (116bpm)

Time signature: 5/4 – there are five crotchet beats in a bar

Key signature: G major – there is one sharp in the key signature (F#)

Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers

Improvise Together

Time signature: 2/4

Key signature: C major

Notes: C, D, E, F, G, A, B



SONG 1

Let's Rock

Style: Rock

Time signature: 4/4 – there are four crotchet beats in a bar

Key signature: G major – there is one sharp in the key signature



Circle the part you played:

Part 1: G, B, B, C, D, F

Part 2: G, B, B, C, D, F

(Recorder): G, A, B, B, C

Part 3: G, B, B, C, D, F

(Recorder): G, A, B, B, C

Part 4: G

(Recorder): G, A, B

Circle the notes you improvised with:

G, A, B, C, D

SONG 2

Simple Gifts

Style: Folk

Time signature: 4/4 – there are four crotchet beats in a bar

Key signature: F major – there is one flat in the key signature



Circle the part you played:

Part 1: F, G, A, B, C, E

Part 2: F, G, A, B, C, E

(Recorder): F, G, A, B, C, E

Part 3: F, G, A, B, C, E

(Recorder): F, G, A, B, C, E

Part 4: F

(Recorder): F, G, A, C

Circle the notes you composed with:

F, G, A, B, C, D, E

SONG 3

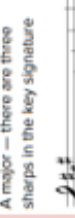
Friendship Should Never End

Style: Pop

Time signature: 4/4 – there are four crotchet beats in a bar

Key signature: C major – there are no sharps or flats in the key signature

A major – there are three sharps in the key signature



Circle the part you played:

Part 1: E, F#, G, G#, A, B, C, C#

Part 2: E, F#, G, G#, A, B, C, C#

Part 3: E, F#, G, G#, A, B, C

Part 4: A

