

Literacy

Distinguish between statements of fact and opinion
Retrieve, record and present information from non-fiction
Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views
Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic
Provide reasoned justifications for their views
Develop spelling and handwriting skills
Pupils should be taught to:

- plan their writing
- draft and write
- evaluate and edit

Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
Use hyphens to avoid ambiguity
Use brackets, dashes or commas to indicate parenthesis
Use semi-colons, colons or dashes to mark boundaries between independent clauses
Use passive verbs to affect the presentation of information in a sentence
Use the perfect form of verbs to mark relationships of time and cause

Languages

Listen attentively to spoken language and show understanding by joining in and responding
Describe people, places, things and actions orally
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

Physical Development

Multi Skills
Use and adapt tactics, choosing the most effective one for different situations.
Apply tactical knowledge effectively in attacking and defending situations.

Personal, Social and Emotional Development

PSCHE: New Beginnings

Making someone feel welcome
Doing something brave
Solving a problem – using a process
Calming down/helping someone to calm down

R.E.: Faith and the Arts

Learn that art forms can be used to express deep feelings and emotions
Understand that people can express their religious faith through the arts - some religious ideas/beliefs are easier to express through the arts
Understand not all religions express themselves through arts in the same way

AUTUMN TERM 1 2020 Objectives *Guilty or not guilty?* Year 6

Knowledge Outcomes

What are the four types of execution in the UK?
When was the police force first introduced and by who?
When was the last execution in the UK?
What are the modern day sanctions for crimes?

Challenge
Who does the judicial system in the UK consists of?

Engage:
Express:

Understanding of the World

HISTORY: Historical theme: Crime and Punishment

Explore a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Learn about changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present
Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.
Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance and construct informed responses that involve thoughtful selection and organisation of relevant historical information.

SCIENCE: Living Things and Their Habitats Year 5

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

COMPUTING: Algorithms

Produce algorithms independently using logical and appropriate structures to organise and record data.
Independently problem solve and model situations and processes, by understanding and explaining the impact of changing variables and rules within a model.

Mathematics

Please see termly objectives on the Success and Challenge cards

Expressive Art and Design

Art and Design: Drawing

Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work.
Use pen and ink to add line, tone and perspective using a tonal ink wash.

Music:

Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music.
Listen and comment on the work of musicians and composers, indicating own preferences.
Explain the influence of historical events on music.