

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

Sports
Recognise, say and write some nouns for sports.
Recognise and use parts of the verb to play in the present tense.
Express a like or a dislike and my opinion about a sport.
Express simple opinions about sports.
Describe a sport simply.

Physical Development

Gymnastics:
Use running, jumping, throwing and catching in isolation and in combination
Develop flexibility, strength, technique, control and balance
Perform dances using a range of movement patterns
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Personal, Social and Emotional Development

PSCHE: Going for Goals

Taking responsibility – for our successes and when things go wrong
Waiting for what you want – persistence (keeping going)
Resilience – bouncing back/maintaining effort
Setting and achieving goals
Ladder to success I would be, but
Excuses, excuses! Making wise choices
Planning for: "Looking at risk"

R.E.: Marriage Rites

Pupils should learn:

- that marriage plays an important role within most religions
- that marriage rituals are performed in places of worship, the home and other places
- that marriage serves different purposes for example the joining of two families, love, creation of children and service to the community
- that marriage rites use symbols which have a religious significance

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

Engage: Class crime scene
Express: A day in the life of a Victorian prisoner

Mathematics

Please see termly objectives on the Success and Challenge cards

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.

KEY FACTS: Both the types of crimes committed and the punishments given changed through history. Identify one key fact about punishments per time era studied. The police force was created in Victorian times.

KEY VOCABULARY: Law, crime, poverty, retribution, deterrent, reform

SCIENCE: Light

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.

COMPUTING: iProgram

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Expressive Art and Design

Art and Design: Sculpture

As independently as possible plan, create and evaluate a sculpture. Incorporate form, pattern, and texture. Use a wide variety of tools and refine skills. Use imagination and experience to influence work. Evaluate and edit using artistic language.

Music:

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Develop an understanding of the history of music