

## 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: Forces Year 5

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object  
Identify the effects of air resistance, water resistance and friction, that act between moving surfaces  
Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

### 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.