

## Literacy

**Spoken language:** Listen and respond appropriately to adults and their peers

Use relevant strategies to build their vocabulary  
Articulate and justify answers, arguments and opinions  
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

**Reading:** Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Read books that are structured in different ways and reading for a range of purposes, increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Ask questions to improve their understanding  
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

**Writing:** Plan writing discussing and recording ideas  
Progressively build a varied and rich vocabulary and an increasing range of sentence structures

Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Choose nouns or pronouns appropriately within a sentence to avoid repetition or ambiguity

Ensure the consistent and correct use of tense throughout a piece of writing

In narrative texts, create characters, setting and plot  
Assess the effectiveness of their own and others' writing

Use commas to clarify meaning or avoid ambiguity in writing

Use hyphens to avoid ambiguity

**Engage:**

**Express:**

## Personal, Social and Emotional Development

### PSHE: Relationships

**How do we recognise and manage pressure within a relationship?**

Understand that people have different kinds of relationships in their lives, including romantic or intimate relationships  
Know that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another

Know that adults can choose to be part of a committed relationship or not, including marriage or civil partnership  
Understand that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime

### 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

### Objectives

### *Blasted Blitz!*

### Year 6

## Languages

### Everyday Life

Recall language to be able to introduce myself in full sentences.

Recall language to be able to explain my simple opinions about schools subjects.

Understand and say several o'clock times.

Say and write a sequence of daily routine phrases.

## Physical Development

### Health Related Education

Uses knowledge of the relationship between the body and exercise to improve various fitness components

Use knowledge of technique to perform at an optimum level in different types of throw, jump and run

Develop children's ability to utilise their knowledge and understanding of the body to improve their peer's fitness

### Netball

Develop ability to throw and catch effectively

Display an understanding of fair play, working well with others and leading a medium sized group

## Understanding of the World

### History: World War Two

Learn about an aspect of British history that extends pupils' chronological knowledge beyond 1066

### Geography

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### 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: E-Safety

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## Mathematics

*Please see the Success and Challenge cards for the objectives*

## Expressive Art and Design

### Art: Drawing

Use a variety of techniques to create form and texture i.e. shading and perspective.

### Music:

Listen with attention to detail and recall sounds with increasing aural memory.

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.