

## 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

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say and continually improving the accuracy of their pronunciation and intonation  
Give a short prepared talk, on a topic of choice, including expressing opinions

## 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.: Hinduism: Worship, Celebrations and Values**  
-Hindus worship in the home and in the mandir/kovil (temple)  
-Hindus celebrate:  
Holi  
Divali  
Raksha Bandhan  
-Hindus mark stages in life through special ceremonies such as birth, marriage and initiation ceremonies  
-Values important to Hindus

## SPRING TERM 1 2019 Objectives

### Crime and Punishment Year 6

Engage:

Express:

## 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.

### SCIENCE: Animals including humans

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

### 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