

## Knowledge Outcomes

Queen Victoria ruled for 64 years (1837 – 1901).  
Inventions from the Victorian era include: telephone, motor car, typewriter, bicycle and moving film.  
In 1893, school was made compulsory for children up to the age of 11.  
Florence Nightingale worked with the government to improve hospital cleanliness.  
**Challenge: The Victorian era had a positive impact on rights for children including education and employment law.**

## 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 courteously  
Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  
Provide reasoned justifications for their views  
Develop spelling and handwriting skills in line with curriculum objectives  
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

## Physical Development

**Dodgeball:**  
Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  
Learn how catch a ball in different situations such as standing still and whilst on the move.  
Learn how to effectively find and create space for yourself and others

## Personal, Social and Emotional Development

**PSCHE: How can social media influence people?**  
Understand how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions  
Know that not everything should be shared online or social media and that there are rules about this, including the distribution of images  
Know how text and images can be manipulated or invented online; learn strategies to recognise this  
Learn to evaluate how reliable different types of online content is, e.g. videos, blogs, news, reviews, adverts  
Know how to recognise unsafe or suspicious content online and what to do about it  
Know how to make decisions about the content they view online and know if it is appropriate for their age range  
Know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue  
Learn to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have  
**R.E.: Christianity - Is Christianity still a strong religion 2000 years after Jesus was on Earth?**  
Examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.  
Explain how the influence people have had on me has affected what I see as important.  
Explain how some of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.

## SPRING TERM 2 Objectives *Slums 'n' Squalor* Year 6

## Mathematics

*Please see the termly Success and Challenge cards*

## Languages

**Hobbies and Fun**  
Learn the nouns for different hobbies.  
Learn nouns for equipment used for different hobbies.  
Begin to use the verb 'to do'.  
Create extended opinions about hobbies (including reasons).  
Read and understand information about hobbies.  
Write a short description of a hobby.

## Understanding of the World

**History: The Victorians** (An aspect of British history that extends pupils' knowledge since 1066)  
Study changes in an aspect of social history – housing and poverty.  
Research living conditions and daily life in Victorian Britain Compare living conditions of the rich and the poor  
Research and sequence events that led to an improvement in living conditions for the poor  
Compare life in Victorian times with modern times

## Science: Living things and their habitats

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals  
Give reasons for classifying plants and animals based on specific characteristics.

## Computing: Programming – iNetwork

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  
Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration

## Expressive Art and Design

**Art and Design: 3D sculpture**  
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

## Music:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  
Improvise and compose music for a range of purposes using the inter-related dimensions of music