

Literacy

Spoken Language:

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Speak audibly and fluently with an increasing command of Standard English.

Reading:

Retrieve, record and present information from non-fiction

Discuss and evaluate how authors use language considering the effect on the reader

Identifying and discussing themes and conventions in and across a wide range of writing

Making comparisons within and across books

Learning a wider range of poetry by heart

Writing:

Note and develop initial ideas, drawing on reading and research where necessary

Identify the audience for and purpose of the writing, selecting the appropriate form

In narratives, creating settings, characters and plot

Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Using a wide range of devices to build cohesion within and across paragraphs

Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Using passive verbs to affect the presentation of information in a sentence

Mathematics

Please see the objectives in the autumn term success and challenge cards

Physical Development

Football

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Personal, Social and Emotional Development

PSCHE: Getting On and Falling Out

Working co-operatively to help a group

Being a really good friend

Keeping calm and overcoming feelings of anger

Solving a difficult problem with a friend

Say no to bullying:

- What it is?

- How does it feel?

- Why do people bully?

- How can we prevent and respond to it?

R.E.: Hinduism: worship, celebration and values

Hindus celebrate:

I Holi

I Divali (Deepavali)

I Raksha Bandhan

I Navarathri, Dassera and

Shivarathri

Hindus mark stages in life through special ceremonies such as birth, marriage and initiation ceremonies.

Understanding of the World

GEOGRAPHY: Locational Knowledge / Physical Geography

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and time zones

Understand geographical similarities and differences through studying physical and human geography

Use maps, atlases, globes and digital mapping to locate countries and describe features studied

SCIENCE: Evolution and inheritance

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

COMPUTING: Online

Use advance search functions in Google (quotations). Understand websites such as Wikipedia are made by users

Use strategies to check the reliability of information (cross check with another source such as books).

Use their knowledge of domain names to aid their judgment of the validity of websites.

AUTUMN TERM 2 Objectives Frozen Kingdom Year 6

Engage:

Express:

Languages

Understand and respond to spoken and written language from a variety of authentic sources

Expressive Art and Design

ART & DESIGN: Painting

Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.

Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.

Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.

Discuss and review own and others work, expressing thoughts and feelings explaining their views.

Identify artists who have worked in a similar way

Music: Composition

Compose and perform melodies using five or more notes. Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.