

Engage: Victorian school day role play
Express: Victorian tea party for families

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.

Personal, Social and Emotional Development

PSCHE: Good to be me
To understand the role of the men and women during WWII and how they made their country proud
To take on the role of an 'Agony Aunt' and respond to the worries of evacuee children
To identify the emotions/feelings of the people involved in WWII and record ways in which they can control their feelings such as anger.

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.
Give opinions as to whether Christianity is a strong religion now and justify these.

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

Mathematics

Please see the Success and Challenge cards for the objectives

Languages

Favourites
Understand the main points from a short spoken presentation by someone about his/herself.
Write short simple sentences about a character or a famous person.
Prepare short statements about my favourite things.
Draft write, check and then write in best a presentation to introduce myself and my likes and dislikes.

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