

**Engage:  
Express:**

### 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

### Mathematics

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

### Physical Development

**Athletics:**  
Use running, jumping, throwing and catching in isolation and in combination  
Develop flexibility, strength, technique, control and balance

### Personal, Social and Emotional Development

#### PSCHE: Relationships

Changing an unfair situation  
Being pleased for someone's achievements  
Telling the truth, saying sorry or making amends  
Helping someone who is feeling sad or lonely

#### R.E.: Islam - Does belief in Akhirah (life after death) help Muslims lead better lives?

Understand that the concept of Jihad can be interpreted differently leading to different actions and consequences.  
Give examples of times our personal choices have been influenced and may have changed when we considered the consequences that might follow.  
Explain how believing in Akhirah influences Muslims to do their best to lead good lives.  
Recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.

## SUMMER TERM 1 Objectives *Slums 'n' Squalor* Year 6

### Knowledge Outcomes

Who reigned for 64 years during this period?  
What inventions were created during the Victorian era?  
What was made compulsory in 1893?  
Who is Florence Nightingale and what did she do?

#### Challenge

**Why was the Victorian era such a positive time for children?**

### Languages

#### Café culture and restaurants

Recall and use familiar personal information questions and answers to create a simple dialogue with a friend.  
Understand, say and ask politely for snacks and drinks in a French café.  
Listen to and understand some information from a short café culture podcast.  
Participate in a spoken performance of a humorous café sketch.

### 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

#### Being Different and Equal

To understand the key historical events beyond living memory that are significant nationally or globally

#### SCIENCE: Animals including humans

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

Describe the ways in which nutrients and water are transported within animals, including humans.

#### COMPUTING: Multimedia

The children will be selecting, using and combining a variety of software (including internet services) on a range of

Digital devices to design and create a range of programs, systems and content that

They will accomplish given goals, including collecting, analysing, evaluating and presenting data and information

### Expressive Art and Design

#### DESIGN & TECHNOLOGY:

Select from and use a range of tools and equipment to perform practical tasks

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  
Investigate and analyse a range of existing products

#### 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