

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

Physical Development

Athletics:

Demonstrate quick reactions and rapid acceleration
Sustain jogging and sprinting for a set time
Control body when performing the standing long jump and standing vertical jump
Perform triple jump combination sequences with balance and control
Demonstrate a controlled pull throw action
Throw for accuracy

Striking and fielding - Cricket:

Increase skills and knowledge of batting
Increase skills and knowledge of bowling
Understand the role of the wicket keeper and how they can be used tactically
Increase skills and knowledge of fielding
Increase tactical knowledge whilst playing as a team

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.: Judaism within the home and synagogue

Children should learn: the synagogue is a place of meeting, study and prayer; for the Jewish community; the role of the Rabbi as teacher; the importance of learning and individual responsibility; the importance of prayer in Jewish worship
Festivals and Significant Days:
Family roles
Rest from work
Opportunities for learning and prayer
Hanukkah
The importance of the home in Judaism
Commandments (Mitzvot) as a basis for living
Jewish identity

SPRING TERM 2 2016 Objectives Literacy Goes MADD Blasted Blitz! Year 6

Mathematics

Revision

Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
Convert between miles and kilometres
Recognise that shapes with the same areas can have different perimeters and vice versa
Recognise when it is possible to use formulae for area and volume of shapes
Calculate the area of parallelograms and triangles
Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].

Understanding of the World

HISTORY: World War Two (An aspect of British history that extends pupils' knowledge since 1066)

Look in detail at the following areas of WWII:

-Evacuation: what happened to the children in WWII (British and German Children), where did they go, how were they treated, who was involved?
-The Holocaust: how were the Jewish people treated? What happened to them? What were the concentration camps? What happened at the concentration camps – linked to the text 'The boy in the striped pyjamas'.
-The role of the women during WWII – how were the lives of the women different during WWII? How did WWII change the women's role?
-The aftermath of WWII – how long did it take for Britain to recover from WWII?

SCIENCE: Light

Recognise that light appears to travel in straight lines.
Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

COMPUTING: Multimedia

Select, use and combine 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 Accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Languages

Describe people, places, things and actions orally
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

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