

## Literacy

Write sentences in an appropriate and effective style, in relation to text type, audience and purpose  
Demonstrate understanding of how clauses can be manipulated to show different effects  
Demonstrate a secure understanding of complex sentences  
Use conditional sentences and the passive voice  
Use standard English for formal writing and non-standard English strategically to create effects  
Demarcate sentences using a range of advanced punctuation  
Secure the use of the commas to demarcate grammatical boundaries and to spate items in a sequence, such as short phrases, clauses or items in a list  
Begin to use other punctuation such as the semi-colon  
Continue to develop a love of reading as well as reading for purpose through exposure to a wide range of genre and authorial styles.

**To include a class author focus**

## Personal, Social and Emotional Development

### **PSCHE: New Beginnings**

Making someone feel welcome  
Doing something brave  
Solving a problem – using a process  
Calming down/helping someone to calm down

### **R.E.: Death and Loss**

To learn about:  
Life is a journey with a beginning and an end  
In life all people experience loss e.g. moving, parting, death changes  
Most religions have beliefs about life after death  
Death can be a time to celebrate a person's life and share memories  
Grieving is an important stage of accepting and expressing loss  
Different religions and traditions have their own death rites which communicate different perspectives about death

## Understanding of the World

### **Geography:**

#### **Place knowledge**

Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.

#### **Human and physical geography**

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### **Geographical skills and fieldwork**

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

#### **History:**

Use a historical figure to study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

#### **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 micro-organisms, plants and animals  
Give reasons for classifying plants and animals based on specific characteristics.

#### **Computing: E-Safety**

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

#### **Food for Life**

*Where does our food come from?*

Investigate different types of foods we eat.

Explore food preferences.

Grow and harvest our own fruits and vegetables.

## Physical Development

### **Invasion Games (1)**

Keep possession of the ball  
Apply supportive play to team mates  
Outwit opponents in an attacking situation  
Learn to attack from a defensive position  
Outwit opponents in a defensive situation  
Select and apply the best formations and tactics for defending

### **Swimming**

## AUTUMN TERM 1 2017 Objectives Around the World – Asia Year 6

### **Mathematics**

*Please see separate objectives document*

## Languages

Listen attentively to spoken language and show understanding by joining in and responding  
Describe people, places, things and actions orally  
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

**Engage:**

**Express:**

## Expressive Art and Design

### **Drawing:**

Use a variety of techniques to create form and texture i.e. shading and perspective.  
Use different pencils and charcoal to create effects.

### **Music**

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression