

## Literacy

**Spoken language:** listen and respond appropriately to adults and their peers

Ask relevant questions to extend their understanding and knowledge  
Use relevant strategies to build their vocabulary  
Articulate and justify answers, arguments and opinions  
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

**Reading:** read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  
read books that are structured in different ways and reading for a range of purposes, increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions  
Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  
Ask questions to improve their understanding

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

**Writing:** Plan their writing discussing and recording ideas  
Progressively build a varied and rich vocabulary and an increasing range of sentence structures  
Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  
In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action  
Choose nouns or pronouns appropriately within a sentence to avoid repetition or ambiguity  
Ensure the consistent and correct use of tense throughout a piece of writing  
In narrative texts, create characters, setting and plot  
Assess the effectiveness of their own and others' writing  
Use commas to clarify meaning or avoid ambiguity in writing  
Use hyphens to avoid ambiguity

## 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

## 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

## 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

**AUTUMN TERM 1 2018**  
**Activities**  
**50 Books To Read Before**  
**You're 11 <sup>3</sup>/<sub>4</sub>**  
**Year 6**

## Mathematics

Please see Success and Challenge cards

## Engage:

## Express:

## 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

#### 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.

## 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