

Science... Electricity.

Children will be taught to:

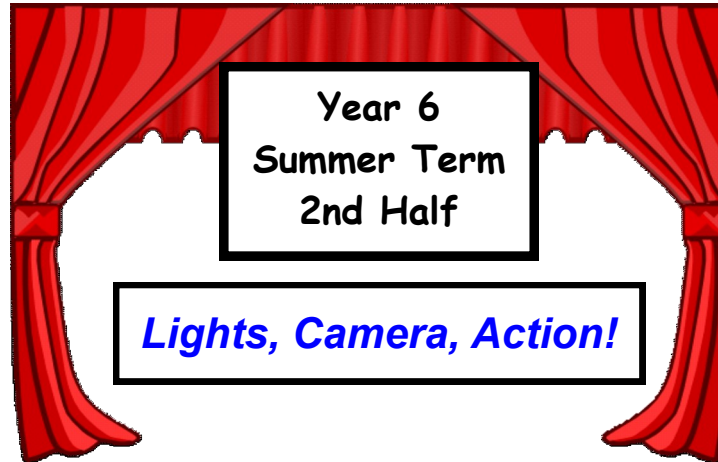
- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Use recognised symbols when representing a simple circuit in a diagram.
- Working scientifically objectives will underpin all science learning.

French—Food

- Use the film Ratatouille as a stimulus for listening and speaking French
- Be able to say items of food in French.

Maths in Context

- Use estimation to check answers to calculations and determine, in the context of a problem an appropriate degree of accuracy.
- Solve problems which require answers to be rounded to specified degrees of accuracy
- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- Solve problems involving the calculation of percentages [e.g. of measures and such as 15% of 360] and the use of percentages for comparison
- Solve problems involving similar shapes where the scale factor is known or can be found
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.



Art - Perspective Layer Pictures.

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Music - Production Songs.

- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

RE—Hinduism: Death & Reincarnation Bhaktivedanta Manor Trip.

- Give simple explanations of beliefs
- describe different ways which religious beliefs are expressed (e.g. through ceremonies and rituals)
- say what different forms of religious expression (e.g. ceremonies and rituals) mean
- describe what inspires me
- give simple explanations of beliefs, feelings and experiences
- describe how some religious beliefs, practices and stories are linked
- give simple explanations of practices, beliefs, feelings and experiences
- say how people's lives are affected by their religion describe the impact of religion on people's lives
- use the correct religious words to describe some important features of different religions, identifying things that are the same and things that are different.
- describe some similarities and differences between religions.

English

Please see second page for Year 6 objectives.

PSHE

- To develop an understanding the nature of relationships between partners and to have an age appropriate understanding of human reproduction including sexual intercourse.

English - Drama.

Children will be performing in our end of year production.

Physical Education.

Production Dances / Cricket Skills.

- Perform dances using a range of movement patterns.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Use running, jumping, throwing and catching in isolation and in combination.
- *Children will be learning and performing dances for our end of year production. This will involve partner work and whole year group coordination. There will be two evening performances.*

Objectives for Year 6 Summer Term

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Monitor the effect of their talk on the listener and adapt it in response <i>Analyse and evaluate a range of successful speakers for useful techniques</i> Consider, evaluate and build on different viewpoints during debates and discussions</p> <p>Drama <i>Organise and present a play for an invited audience</i></p>	<p>Word Reading Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>Being a Reader Read and <i>critically</i> discuss a range of fiction, poetry, plays, non-fiction, reference and text books Increase their familiarity with fiction genres including modern and classic fiction <i>Discuss and compare a range of children’s authors and poets</i> Read for a range of purposes Prepare poems and playscripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone <i>and word emphasis</i> so that the meaning is clear to an audience Identify, discuss <i>and compare</i> themes <i>Use pertinent and technically specific vocabulary when talking about books</i> Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary</p> <p>Reading Comprehension Check that the text makes sense to them and use questioning and discussion to further their understanding <i>Empathise with emotions in deeper texts</i> Answer a range of question types on single and multiple texts Refine and verify predictions in discussion with others Summarise the key points in a more complex text, using their own words to establish clear meaning Revise conclusions based on new evidence in the text Develop explanations of inferred meanings <i>Explain how an author uses text structure and organisation to manipulate the reader</i> Explain how an author has used language to manipulate the reader Identify the effects of purpose and viewpoint on the reader and begin to explain how these have been created <i>Explain in detail how the contexts in which texts are written contribute to meaning</i></p> <p>Being a Researcher <i>Extend note-taking by grouping and linking notes and using abbreviations</i> Précis longer passages Orchestrate a full range of research skills to conduct and present an independent research project</p>	<p>Planning, Composing and Evaluating Develop their own ideas for writing through reading, research <i>and personal experience</i> Use a wide knowledge of text types, forms and styles to inform their writing Plan and write for a clear purpose and audience Choose form <i>and subject when writing poetry and non-fiction</i> Ensure that the content and style of writing accurately reflects the purpose Experiment with writers’ techniques borrowed from book, screen and stage Use informal and formal structures and style appropriate to the reader <i>Use a range of techniques for special effects e.g. asides, flashbacks, footnotes etc.</i> <i>Show a confident and established voice throughout a piece of writing</i> <i>Affect the emotions of the reader at points in the text</i> Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof–read for spelling and punctuation errors Change vocabulary and grammar to enhance effects and clarify meaning Check that the appropriate register is being used <i>Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 6)</i> <i>Select and use stylistic devices to support the purpose and effect of writing</i></p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Recognise and understand ‘the subjunctive’ e.g. If Fred were here, things would be different Understand how ellipsis is used Use ellipsis appropriately Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc. <i>Use more than one subordinate clause successfully in a complex sentence</i></p>	<p>Spelling Revise previous spelling conventions Use a dictionary to check the meaning and spelling of words Use a thesaurus <i>Investigate spelling patterns and conventions</i> Spell words with silent letters e.g. doubt Spell and use homophones which end in -se and -ce e.g. practice and practise Use knowledge of word roots, prefixes and suffixes to aid spelling <i>Choose the correct spelling by using a visual strategy (‘Does it look right?’)</i></p> <p>Handwriting and Presentation Consistently use a neat, personal handwriting style <i>Present work produced using on-screen media stylishly and cohesively</i></p>

Interim Teacher Assessment Framework at the end of KS2 for 2016:

<p>Working towards the expected standard:</p> <p>6B</p>	<p>Working at the expected standard:</p> <p>6W</p>	<p>Working at greater depth within the expected standard:</p> <p>6S</p>
<ul style="list-style-type: none"> ⇒ Using paragraphs to organise ideas ⇒ Describing settings and characters ⇒ Using some cohesive devices within and across sentences and paragraphs ⇒ Using different verb forms mostly accurately ⇒ Using coordinating and subordinating conjunctions ⇒ Using capital letters and full stops ⇒ Using question marks ⇒ Using exclamation marks ⇒ Using commas for lists ⇒ Using apostrophes for contraction mostly correctly ⇒ Spelling most words correctly including common exception words (Years 3 and 4) ⇒ Spelling some words correctly including common exception words (Years 5 and 6) ⇒ Producing legible joined handwriting 	<ul style="list-style-type: none"> ⇒ Creating atmosphere and integrating dialogue to convey character and advance the action ⇒ Selecting vocab and grammatical structures that reflect the level of formality required mostly correctly ⇒ Using a range of cohesive devices including adverbials, within and across sentences and paragraphs ⇒ Using passive and modal verbs mostly accurately ⇒ Using a wide range of clause structures, sometimes varying their position within the sentence ⇒ Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision ⇒ Using inverted commas ⇒ Use commas for clarity ⇒ Use punctuation for parenthesis mostly correctly ⇒ Makes some use of semi-colons ⇒ Makes some use of dashes ⇒ Makes some use of colons ⇒ Makes some use of hyphens ⇒ Spelling most words correctly, including common exception words (Years 5 and 6) ⇒ Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. 	<ul style="list-style-type: none"> ⇒ Managing shifts between levels of formality through selecting vocabulary precisely and manipulating grammatical structures ⇒ Selecting verb forms for meaning and effect ⇒ Using the full range of punctuation taught at KS2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly