INCARNATION—Was Jesus the Messiah?

- Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms
- Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example how the celebrate Palm Sunday

SALVATION—What did Jesus do to save human beings?

- Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms
- Taking account of the context(s), suggest meanings for Isaiah 53 and John 19, and compare their ideas with ways in which Christians interpret these text as showing the idea of Jesus as a sacrifice
- Make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving

Physical Education
Line Dancing and square dancing

- Performing dances using a range of movement patterns
- Compare their performance with previous ones

YEAR SIX SPRING TERM

WILD WEST

Spanish

- Exploring Spanish culture through festivals and celebrations
- Conjugating verbs in conversation

Music

- To use a variety of different musical devices in my composition
- To change sounds or organise them

COMPUTING

- Project Managers—researching the APP market
- Create an APP using APP inventor
- Identify principle components of an APP
- Source external content to use in an APP
- Solve problems by decomposing them into smaller part
- Use logical reasoning to explain how simple algorithm work

DESIGN AND TECHNOLOGY
Dreamcatchers

- Master practical skills of constructions
- Design, make, evaluate and improve a design

GEOGRAPHY

- To locate the world's countries using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics , countries and major cities
- Understand geographical similarities and differences through the study of human and

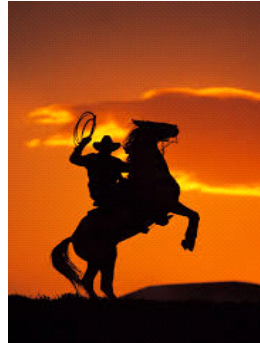## English

(See second page for Year 6 objectives)

- Narrative poems
- Newspaper reports
- Biography - based on children's preferred character

MATHS

- Completion of fractions unit
- Number—decimals
- Number—percentages
- Number—Algebra
- Measurement—Converting units
- Measurement—Perimeter area and volume
- Number—Ratio

SCIENCE
Animals Including Humans

- Identify the main parts of the circulatory system
- Explain the main functions of the heart lungs and blood vessels in the circulatory system
- State how the digestive system breaks down nutrients
- Explain what constitutes a healthy lifestyle
- Take accurate measures of the pulse rate
- Record results and write a report which includes a conclusion

Light

- Recognise that light travels in straight lines
- Describe how light enables us to see
- Understand reflection as light bouncing off a surface
- Identify some effects of refraction
- Identify the visible spectrum
- Explore colours using light
- Explain that objects will block light to form shadows
- Predict what will happen in an investigation

Objectives for Year 6 Term 1			
In addition to previous learning, pupils should learn how to...			
Spoken Language	**Reading**	**Writing**	**Transcription**
Speaking, Listening and Discussion Give and justify an opinion in an appropriate manner Make notes when listening for a sustained period Use the conventions and language of formal debate **Drama** Interpret and rehearse scenes from published plays	**Word Reading** Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) **Being a Reader** Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books Increase their familiarity with fiction genres including myths and legends Discuss and compare a range of children's authors and poets Read for a range of purposes Prepare poems and playscripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience Identify, discuss and compare themes Use pertinent and technically specific vocabulary when talking about books Show an understanding of texts through formal presentation and debate **Reading Comprehension** Check that the text makes sense to them and use questioning and discussion to further their understanding Empathise with emotions in deeper texts 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 Explain the series of choices an author has made in structuring and organising their text Identify formality in texts and the use of standard and non-standard English Compare differing purposes and viewpoints in texts on similar topics Explain in detail how the contexts in which texts are written contribute to meaning **Being a Researcher** Extend note-taking by grouping and linking notes and using abbreviations Orchestrate a full range of research skills to conduct and present an independent research project	**Planning, Composing and Evaluating** Develop their own ideas for writing through reading, research and personal experience 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 and subject when writing poetry and non-fiction Ensure that the content and style of writing accurately reflects the purpose Borrow and adapt writers' techniques from book, screen and stage Ensure writing is lively interesting and thoughtful Vary structure to expand ideas and provide emphasis Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables Manipulate word order for effect Use reported speech appropriately Use speech to convey and develop a character 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 Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 6) Select and use stylistic devices to support the purpose and effect of writing **Grammar, Punctuation and Vocabulary** Use correct grammatical terminology when discussing their writing Understand the basic subject, verb, object structure of a sentence Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page Use the 'perfect form' of verbs for effect Understand how colons are used Use colons appropriately Understand how to use punctuation with bullet points Use punctuation consistently with bullet points	**Spelling** Revise previous spelling conventions Use a dictionary to check the meaning and spelling of words Investigate spelling patterns and conventions Use a thesaurus Add suffixes beginning with vowel letters to words ending in -fer Spell common words which feature hyphens Spell words with the prefix tele- Spell words with the prefix circum- Spell and use common homophones Spell the words curiosity, definite, desperate, especially, frequently, harass, immediate(ly), marvellous, neighbour, opportunity, persuade, physical, profession, programme, pronunciation, recognise, sacrifice, secretary, shoulder, signature Choose the correct spelling by using a visual strategy ('Does it look right?') **Handwriting and Presentation** Develop a neat, personal, handwriting style Choose the writing implement that is appropriate to the task