

**English Objectives to teach in every term in Year 6**

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

Reading	Reading	Writing	Transcription
<p><b>Becoming a Reader</b> Develop an appreciation and love of reading</p> <p>Enjoy the challenge of more difficult books</p> <p>Read and <u>critically discuss</u> a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves</p> <p><u>Read for a range of purposes</u></p> <p>Identify, discuss and compare themes</p> <p>Use pertinent and technically specific vocabulary when talking about books</p> <p><b>Word Reading</b> Continue to use phonic knowledge and skills with unfamiliar words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p><b>Fluency</b> <u>Read Year 6 texts fluently</u></p>	<p><b>Reading Comprehension</b> Use etymology to aid them in understanding unknown vocabulary</p> <p><u>Infer deeper meanings from the vocabulary used</u></p> <p>Empathise with emotions in deeper texts</p> <p>Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location <u>Apply previous retrieving objectives to year 6 texts</u> Check that the text makes sense to them and use questioning and discussion to further their understanding <u>Explain inferences with clear reasoning and precise language</u> Refine and verify predictions in discussion with others <u>Summarise the key points in a more complex text, using their own words to establish clear meaning</u> <u>Answer a range of question types on single and multiple texts</u></p>	<p><b>Planning, Composing and Evaluating</b> Collect ideas for writing from the world around them</p> <p><b><u>Develop their own ideas for writing through reading, imagination, research and personal experience, choosing which ideas to use and which to discard (GD KS2)</u></b></p> <p><u>Plan for a clear purpose and (an often real) audience</u></p> <p><b><u>Write effectively for a range of purposes and (often real) audiences, selecting language that shows good awareness of the reader (EXS KS2)</u></b></p> <p>Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C)</p> <p>Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C)</p> <p>Fully engage the reader through lively interesting and thoughtful writing <b><u>Distinguish between the language of speech and writing and choose the appropriate register (GD KS2)</u></b> Select and use stylistic devices to support the purpose and effect of writing Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 6) <u>Carefully select words (including some from Appendix B – Year 6) to create</u></p>	<p><b>Spelling</b> Revise previous spelling conventions</p> <p><u>Combine phonics, morphology and spelling conventions to spell unfamiliar words</u></p> <p><b><u>Use a dictionary to check the meaning and spelling of uncommon or more ambitious vocabulary (EXS KS2)</u></b></p> <p>Investigate spelling patterns and conventions</p> <p><u>Use a thesaurus</u> <u>Use knowledge of word roots, prefixes and suffixes to aid spelling</u></p> <p>Choose the correct spelling by using a visual strategy ('Does it look right?')</p>

		<p><u>effects, sustain and develop ideas and create vivid description</u>          Revise their work to ensure that the content and style of writing accurately reflects the purpose          Proof-read their work for spelling, grammar and punctuation errors          Edit their work effectively and make improvements based on this cc          Change vocabulary and grammar to enhance effects and clarify meaning          Check that the appropriate register is being used</p> <p><b>Grammar and Punctuation</b>          Use correct grammatical terminology when discussing their writing</p> <p>Understand that grammar can be used semantically and pragmatically</p> <p>Use grammar both semantically and pragmatically</p> <p><b><u>Select vocabulary and grammatical structures that reflect what the writing requires, and use these mostly appropriately (EXS KS2)</u></b></p> <p><b>Understand that punctuation can be used to avoid ambiguity and to enhance meaning (GD KS2)</b>          Use punctuation precisely both semantically and pragmatically</p>	
<b>English + Objectives to teach in the Autumn Term of Year 6</b>			
In addition to previous learning, pupils should learn how to...			
<b>Spoken Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Transcription</b>
<b>Speaking, Listening and Discussion</b>	<b>Becoming a Reader</b>	<b>Planning, Composing and Evaluating</b>	<b>Spelling</b>

<p>Give and justify an opinion in an appropriate manner  <i>Make notes when listening for a sustained period</i></p> <p>Use the conventions and language of formal debate</p> <p><b>Drama</b>  <i>Interpret and rehearse scenes from published plays</i></p>	<p>Increase their familiarity with fiction genres including myths and legends</p> <p><i>Discuss and compare a range of children's authors and poets</i></p> <p>Show an understanding of texts through formal presentation and debate</p> <p><b>Fluency</b>          Prepare texts (including poems and playscripts) to read aloud and perform, showing understanding through speed, volume, action, intonation, tone <i>and word emphasis</i> so that the author's intent is clear to an audience</p> <p><b>Reading Comprehension</b>          Allow questions to lead them on to new ideas, perspectives and conclusions  <i>Use what is 'not said' to enhance comprehension</i>          Explain purpose and viewpoint with reference to evidence in the text          Explain the series of choices an author has made in structuring and organising their text  <i>Identify formality in texts and the use of standard and non-standard English</i></p> <p><b>Becoming a Researcher</b>          Précis longer passages</p>	<p><i>Vary structure to expand ideas and provide emphasis</i>          Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables  <i>Add depth and detail to paragraphs</i>          Manipulate word order for effect  <i>Use reported speech appropriately</i>  <b><u>Use speech to convey and develop a character (EXS KS2)</u></b>          Evaluate the work of others and suggest improvements</p> <p><b>Grammar and Punctuation</b>          Understand the basic subject, verb, object structure of a sentence  <b><u>Use a range of devices for cohesion within and across paragraphs e.g. conjunctions, adverbials of time and place, pronouns, synonyms (EXS KS2)</u></b></p> <p>Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page</p> <p>Use the 'perfect form' of verbs to mark relationships of time and cause</p> <p>Understand how colons are used  <b>Use colons appropriately (contributes to EXS KS2 and GD KS2)</b>          Understand how to use punctuation with bullet points  <b>Use punctuation consistently with bullet points (contributes to EXS KS2 and GD KS2)</b></p>	<p>Add suffixes beginning with vowel letters to words ending in -fer</p> <p>Spell common words which feature hyphens</p> <p><i>Spell words with the prefix tele-</i></p> <p><i>Spell words with the prefix circum-</i></p> <p>Spell and use common homophones</p> <p><b>Spell the words curiosity, definite, desperate, especially, frequently, harass, immediate(ly), marvellous, neighbour, opportunity, persuade, physical, profession, programme, pronunciation, recognise, sacrifice, secretary, shoulder, signature (EXS KS2, some for WTS KS2)</b></p> <p><b>Handwriting and Presentation</b>          Develop a neat, personal, handwriting style</p> <p>Choose the writing implement that is appropriate to the task</p>
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## Religious Education

### Creation – Creation and Science: Conflicting or Complementary?

Identify the type of text that Psalm 8 is, and its purpose. Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation.

Make clear connections between Psalm 8 and some ways Christians respond to God as Creator.

Show understanding of why some Christians find science and faith compatible.

Respond to the idea that humans have great responsibility for the Earth.

Weigh up how well humans are responding to this responsibility, taking into account religious and nonreligious viewpoints

### What can we learn about the world/knowledge/meaning of life from the great philosophers?

- Explain some of the ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy.
- Explain different philosophical and religious answers to questions about the world around them and the existence of the 'self' and or soul.
- Have an understanding of the Analogy of the Cave and what it says about existence and knowledge.
- Understand the relationship between the concept of a corporeal and incorporeal world.

## Geography

### How is climate change affecting the world?

- Identify and explain why some communities are affected by changed in weather patterns and evaluate the impact on people who live there
- Reflect upon and evaluate different viewpoints and reach a personal judgement
- Identify, describe, compare and contrast and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places
- Understand how and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be

## Design and Technology

### Waistcoats

- I can annotate my designs
- I can design clothing to a set of design criteria.
- To mark and cut fabric according to a design
- I can explain the differences between my design and the template
- I can accurately mark out the outline of the panels for my waistcoat
- I can cut neatly and accurately
- To assemble a waistcoat
- I can sew a strong running stitch
- I can make sure my stitches are small, neat and follow the edge
- I can tie strong knots to secure the thread in place.

## YEAR SIX – AUTUMN 2022

# SURVIVAL!

## Music

- To perform a drum accompaniment using a 3-tone practise mat
- Use ICT to compose an electronic drum score

## English

Variety of genres covered, including: non-chronological reports, free verse and structured poetry, recounts and discussion texts

Whole class reading sessions will focus on the novels 'Skellig' by David Almond and 'A Christmas Carol' by Charles Dickens. (English objectives can be found on pages 1-3 of this document)

## Science

### Evolution and Inheritance

- Develop an understanding of the development of evolutionary ideas and theories over time
- Explain how human evolution has occurred
- Understand that adaptation and evolution is not a uniform process for all living things

### Living Things and their Habitats

- Give reasons for the classification of animals, using examples as a guide
- Classify living things using the Linnaean system
- Classify creatures based on their characteristics

## Maths

Number – Place Value, arithmetic, four operations, fractions

## Computing

### Coding

- Use coding functions
- Use flowcharts to test and debug a program

### Online Safety

- Identify the benefits and risks of being online
- Review the meaning of a digital footprint
- Have a clear idea of appropriate online behaviour

## Art and Design

Colour Theory Create a colour palette based upon colours observed in the natural or built world. Combine colours, tones and tints to enhance the mood of a piece.

Sculpture Use clay and other mouldable materials. Add materials to provide interesting detail. Show life-like qualities and real-life proportions. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.