

Subjects covered in the National Curriculum:

English

Children to study the book 'Holes' by Louis Sachar – Crime and Punishment focus.

From this the children will compose a diary entry, informal letter writing, biography and short narrative.

Geography/History

Geography:

How were crimes punished in different countries and regions of the UK?

History:

Does the crime always fit the punishment?

Computing

Video production

Web page creation

Q - Can you create a video and then edit it?

Q - Can you add a hyperlink into a webpage?

Maths

- Perimeter, area and volume
- Statistics
- Geometry
- YR6 SATS revision

RSHE

How can your body and emotions change during puberty?

What is the difference between medicine and drugs and what is an addiction?

Science

What changes happen to humans as they age?
How have living things changed over time?



RE

What difference does the Resurrection make for Christians?

Art

Can fingerprints create artwork?

DT

Can you design a picnic shelter for visitors to the Tower of London?

Music

How do songs change if they are performed by different artists?
What are the 'style indicators' of Hip Hop? How do you know this is Hip Hop?

French

Regular verbs -

Q: Can you add verbs to create a sentence?

At the Weekend

Q - Can you talk about routines?

The skills you will develop in this topic:

History:

- Record knowledge and understanding in a variety of ways, using dates and key terms appropriately
- Devise, ask and answer more complex questions about the past,
- Consider key concepts in history
- Analyse a range of source material to promote evidence about the past
- Understand that the past is represented and interpreted in different ways and give reasons for this
- Begin to offer explanations about why people in the past acted as they did
- Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual
- Give reasons why some events, people or developments are seen as more significant than others
- Compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day.
- Use primary sources to decide what facts and opinions can be formed from the evidence.
- Identify the questions they have about the life of the highwayman Dick Turpin.

Geography:

- UK countries, cities and regions

- Name and locate counties and cities of the United Kingdom, geographical regions

Art:

- Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Create sketch books to record their observations and use them to review and revisit ideas.
- Learn about different artists from around the world.

Design technology:

- Select from and use a wider range of materials and components, including construction materials, according to their functional properties.
- Critically evaluate their work.
- Select tools and equipment suitable for the task.

RSHE

- Describe the changes as humans develop to puberty
- Drugs education

Science:

Animals including humans:

- Describe the changes as humans develop to old age.

Earth and Space:

- Describe the movement of the Earth and other planets relative to the sun in the solar system.
- Describe the movement of the moon relative to the Earth.
- Describe the sun, Earth and moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

RE:

- Describe how events in history and society have influenced some religious and non-religious worldviews.
- Describe the connections between different beliefs being studied and link them to sources of authority.
- Describe ways in which beliefs shape the way Christians view the world in which they live and how they view others.
- Explain how events in history and society have influenced some religious and non-religious worldviews.
- Explain connections between different beliefs being studied and link them to sources of authority using theological terms.
- Explain and discuss how beliefs shape the way Christians view the world in which they live and how they view others.

Music:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression .
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Homework – Reading comprehension practice on Crime and Punishment. Maths revision, particularly on reasoning skills. Design project related to topic.

Vocabulary:

History: Deterrence, Protection, Reformation, Reparation, Retribution, Addiction, Environmental, Psychological, Capital Punishment, Corporal Punishment, Community service, Custodial sentences, Probation, Suspended sentences, Tagging, Crime, Sin, Young offenders

Geography: Countries, regions and cities of the UK

DT: functional, innovative, audience, purpose, evaluate, develop, annotate.

RSHE: puberty, penis, erection, wet dream, drugs, addiction, staying safe, dangers, hazards

Science: vary, characteristics, suited, adapted, environment, inherited, species, fossils.

RE: resurrection, Crucifixion, Easter Sunday, Eternal life, Forgiveness, Good Friday, Gospel, Redemption, Resurrection, Sacrifice, Salvation.

French: Jouer, finir, vendre.

Music: style indicators, accuracy, fluency, control, expression, improvise, perform

Art: abstract, line, shape, form, space, value, colour, pattern, observation, printing