

<b>Key Literacy Texts:</b> Black powder - Ally Sherrick The Promise picture book - Nicola Davies		<b>Locality Links:</b> Barton Local Policing Team/Station Local walk - town centre and Humber bank		<b>Visits/experiences/hooks</b> Lincoln Prison (castle) National Archive - Four days hard labour Local police visit		<b>Artist of the term</b> Banksy <b>Musician of the Term</b> Genre: rap Stormzy (protest songs) <b>Athlete of the Term:</b> Novak Djokovic		<b>Author of the term</b> Ally Sherrick			
<b>Writing Outcomes:</b> poetry, narrative, journalistic recount, discussion text, letter to argue, explanation text, diary (recount)				<b>Links to the world of work:</b> <ul style="list-style-type: none"> <li>• Prison officer</li> <li>• Police officer</li> <li>• Artist</li> <li>• Crime scene investigator</li> </ul>				<b>Key artefacts/resources:</b> The National Archives video conference Photographs (secondary sources) Cameras and iPads			
Writing	Reading	Maths	Science	History	Geography	RE	PSHCE	DT	PE	ICT	Music
<p>To write a narrative poem to retell the drama and turmoil of Tom's family (Black Powder)</p> <p>To write a first person narrative from the perspective of Tom.</p> <p>To write a first person eye witness account (Chapter 17,18)</p> <p>To write a formal and informal letter (Chapter 21).</p> <p>To write a diary entry from the perspective of Tom's Dad. (Chapter 28)</p> <p>To write an informal letter home from Dad. (Chapter 29)</p> <p>To rewrite a chapter in first person (Chapter 40)</p>	<p>To use knowledge of root words, prefixes and suffixes to read aloud and understand new words (daily).</p> <p>To use practise using intonation, tone and volume, when reading aloud, so the meaning is clear to an audience (daily). (Highwayman)</p> <p>To distinguish between fact and opinion (weekly).</p> <p>To retrieve and record key details from fiction and non-fiction (retrieval).</p> <p>To explain and justify inference with evidence from a text. (Challenge cards-weekly)</p> <p>To summarise ideas from more than one paragraph.</p>	<p><b>Yr 5</b></p> <p>To round whole numbers up to 1,000,000</p> <p>To round decimal numbers up to 3 decimal places</p> <p>To carry out written subtraction and addition including larger numbers and money</p> <p>To carry out long multiplication calculations</p> <p>To know square and cube numbers</p> <p>To add and subtract decimals</p> <p>To carry out calculation using fractions, including addition, subtraction and multiplication</p> <p>To be able to reflect shapes on a mirror line</p> <p>To be able to translate shapes</p> <p>To be able to carry out multiplication and division calculations</p> <p>To be able to calculate with larger numbers including addition, subtraction, multiplication and division</p>	<p>TBAT describe what makes things move. (SB) Research and secondary sources.</p> <p>TBAT describe how gravity affects how things move. (SB) Research and secondary sources.</p> <p>TU that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. (AB) Research and secondary sources.</p> <p>TBAT describe how scientists (eg Newton) helped to develop the theory of gravitation. (AB) Research and secondary sources.</p> <p>TBAT describe how friction acts on moving</p>	<p>To create my own crime and punishment timeline plotting intervals accurately and adding to it as I learn about periods in history.</p> <p>To compare historical periods, identifying different laws and punishments (National Archives video conference)</p> <p>To ask questions to develop my understanding and also ask questions of others.</p> <p>To challenge sources of information (National Archives).</p> <p>To ask a range of questions to develop understanding of change, cause and significance.</p>	<p>To locate counties and cities of the UK. (prisons in city)</p> <p>To use atlases, maps, globes and digital mapping to locate counties and cities. (worlds largest prisons)</p> <p>To use 4 and 6 figure grid references</p> <p>To identify key features of an OS map.</p> <p>I can confidently use the eight points of a compass.</p> <p>To conduct a local study of crimes committed in Barton, using local maps. (newspaper clippings locate on maps)</p> <p>To use a map to plot the location of Victorian prisons and present day prisons. (digi maps)</p>	<p>Tbat understand the 'Big Frieze'</p> <p>Tbat explore the Christian concept of resurrection through Luke 24</p> <p>To explore the Christian concept of resurrection through the gospel of John</p> <p>Tbat use evidence to answer a 'big' question</p> <p>Tbat interpret a selection of diverse Christian Artwork</p> <p>TU how Christian belief of resurrection is shown in Christian worship of Easter</p> <p>Tbat explore how Good Friday and Easter Sunday differ around the world</p>	<p>To understand that some drugs are legal and some are illegal.</p> <p>To be able to explain the terms 'under the influence' and 'clean'</p> <p>To understand the term 'peer pressure'.</p> <p>To know where they can go to get help.</p> <p>To know what anti-social behaviour means.</p> <p>To be able to explain the consequences of anti-social behaviour.</p>	<p>Food - Meal Planning</p> <p>To research prior to making a product and communicate my ideas.</p> <p>To make a functional and appealing products fit for purpose.</p> <p>To know what a healthy balanced diet looks like and apply these principles</p> <p>To use a range of cooking techniques to prepare savoury dishes</p> <p>To know the term seasonality and know that ingredients may need to be caught, reared or processed.</p> <p>To use knowledge of budgeting to plan a meal .</p>	<p><b>Floor exercise (YR5)</b></p> <p>To use a variety of rolls</p> <p>To perform all rolls with control</p> <p>To perform a cartwheel</p> <p>To perform an evaluate a sequence</p> <p>To combine and adapt a sequence</p> <p>To refine and perform a sequence</p> <p><b>YR6</b></p> <p>To perform gymnastic movements</p> <p>To create an extended sequence</p> <p>To refine a sequence</p> <p>To perform a sequence using gymnastic principles</p> <p>To apply gymnastic principles to apparatus</p> <p><b>Invasion games (2) YR5 and 6</b></p> <p>To send and control a ball</p> <p>To shoot with accuracy</p> <p>To apply evasive skills to game situations</p> <p>To develop an awareness of tactics</p>	<p>To revisit how to keep safe online (focus online gaming, e.g. fortnite and social media sites). PREVENT .</p> <p>To use technology to present information to a specific audience.</p> <p>To use camera technology to capture the local environment.</p> <p>To use editing techniques to improve a photograph. (graffiti- edit</p> <p>To programme a crumble kit to create a light sequence.</p> <p>To be able to debug programmes to accomplish specific goals.</p>	<p>To investigate the purpose and context of a song.</p> <p>To explore repetition and contrast in lyrics.</p> <p>To write a protest song.</p> <p>To compare previous song models.</p> <p>To change the mood and rhythm of lyrics.</p> <p>To draft lyrics for a group song.</p> <p>To consider the accompaniment for a group song</p> <p>To refine a performance.</p>

<p><b>TBC</b></p> <p>To write a journalistic recount (graffiti). To use direct and reported speech. To use emotive language.</p> <p>To write a letter (local crime). To write in a formal tone. To use commas for clarity.</p> <p>To write a discussion text (graffiti) . To use subordinating conjunctions. To use semi-colons and colons for multi-clause sentences.</p>	<p>To predict what might happen from details stated and implied. (Black Powder)</p> <p>To make comparisons within and between texts.</p> <p>To explain how meaning is enhanced through word choices and phrases. (continuous)</p> <p>To explain the meanings of words in context.</p> <p>To retrieve and record key details from fiction and non-fiction (retrieval).</p> <p>To explain and justify inference with evidence from a text.</p> <p>To summarise ideas from more than one paragraph.</p> <p>To predict what might happen from details stated and implied.</p> <p>To make comparisons within and between texts.</p> <p>To explain how meaning is enhanced through word choices and phrases.</p>	<p>To be able to complete calculations using decimal numbers To be able to find percentages of amounts To apply knowledge of capacity in practical applications</p> <p><b>Yr6</b> To use positive and negative numbers. To add and subtract using positive and negative numbers. To know that positive and negative numbers can represent temperature. To interpret data and use this to calculate different temperatures. To round whole numbers up to 10, 000, 000. To round decimal numbers up to three decimal places. To calculate fractions of amounts. To know and use equivalent fractions (including diagrams). To simplify a range of fractions. To convert between mixed and improper fractions. To add and subtract fractions. To know and use Roman numerals. To interpret data and use this to calculate the mean. To use and identify a full range of 2D shapes.</p>	<p>objects to slow them down. (SB) Research and secondary sources.</p> <p>TBAT investigate which shoes have grip and which do not. (SB) CFT</p> <p>TBAT identify the effect of air resistance on falling objects. (SB) Research and secondary sources.</p> <p>TBAT recognise that gravity (a pull) is the opposite of air resistance (a push). (AB) RSS</p> <p>TBAT complete a fair test investigation to determine the effects of air resistance. (SB) CFT</p> <p>TBAT identify how air can push things. (SB) RSS</p> <p>TBAT identify the effects of air resistance, <a href="#">water resistance</a> and friction that act between moving surfaces. (AB) RSS</p> <p><b>Heart</b></p> <p>TBAT reflect on what I already know about the main systems of the body (skeletal, digestive and muscular). (SB) R+SS</p> <p>TBAT map my body systems. (SB) R+SS</p>	<p>To identify how ideas and opinions towards crime and punishment have changed over time (compare Victorian case studies vs. local graffiti).</p> <p>To use secondary sources to investigate other crimes committed by children to identify similarities and differences in crime and treatment</p> <p>To use secondary sources (photographs) to examine perceptions of graffiti. (longitudinal)</p> <p>To consider the moral cause of crimes and compare this to crimes of the past (using sources).</p> <p>To carry out a local study of Barton to investigate:</p> <p>a. how the town has changed</p> <p>a. how crimes committed over a period of time have changed</p>	<p>To use primary and secondary sources to compare our locality (physical/human features).</p> <p>To know and consider how changes in the environment have led to changes in crime/offences being committed.</p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies. (use old photographs) How has the environment changed? How have crimes changed?</p>	<p>Tbat interpret lyrics from contrasting hymns</p> <p>Tbat explain why some people find belief in the resurrection</p> <p>TU how scripture might inspire hope to some Christians</p>		<p><b>ART</b></p> <p>To research the skills and artistic trademarks of the artist Banksy.</p> <p>To discuss the purposes of street art.</p> <p>To use stencils and understand the level of detail they provide.</p> <p>To design street art with a moral message for a local audience.</p> <p>To create a piece of work in the style of Banksy.</p> <p>To use digital media to create graffiti names (app).</p>	<p>To apply tactics and principles to game situations To use and apply tactics in a game situation</p> <p><b>Gym flight</b> <b>Yr5</b> To perform jumps and land safely To perform a Sissone Furma and Cat Leap To perform Change Leg and Stag leaps To copy a sequence To create an original sequence To refine and adapt a sequence</p> <p><b>YR6</b> To know a variety of leaps, turns and spins. To create and perform a complex sequence. To work with a partner to adapt a sequence. To work in a group to adapt a sequence X2. To perform a complex sequence as part of a group.</p> <p><b>Games net/wall</b> To consolidate the forehand shot. To consolidate the backhand shot. To consolidate volley. To introduce the serve. To develop shot selection. To play and officiate a tennis game.</p> <p><b>YR6</b> To consolidate the forehand shot. To consolidate the backhand shot. To consolidate volley. To develop the serve. To develop shot selection.</p>		<p><b>MFL</b></p> <p><b>Year 5/6 following scheme of work</b></p>
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Year Group: Year 5/6

Topic Map: Crime and Punishment

Term: Spring