

<u>Key Literacy Texts:</u> Black powder - Ally Sherrick The Promise picture book - Nicola Davies		<u>Locality Links:</u> Barton Local Policing Team/Station Local walk - town centre and Humber bank		<u>Visits/experiences/hooks</u> National Justice Museum - Victorian Crime and punishment workshop National Archive - Four days hard labour Local police visit		<u>Artist of the term</u> Banksy <u>Musician of the Term</u> Genre: rap Stormzy (protest songs)		<u>Author of the term</u> Ally Sherrick <u>Athlete of the Term:</u> Novak Djokovic			
<u>Writing Outcomes:</u> poetry, narrative, journalistic recount, discussion text, letter to argue, explanation text, diary (recount)				<u>Links to the world of work:</u> ● Prison officer ● Police officer ● Artist ● Crime scene investigator				<u>Key artefacts/resources:</u> The National Archives video conference Photographs (secondary sources) Cameras and iPads			
Writing	Reading	Maths	Science	History	Geography	RE	PSHCE (Jigsaw)	Art/ DT	PE (GetSet4PE)	Computing (Teachcomputing)	Music (GetSet4Music)
Week 1 -2 :Tbat write a narrative poem to retell the drama and turmoil of Tom's family (Black Powder- Chapter 4) Tbat use emotive language to engage the reader Tbat summarise key events Tbat use inverted commas to punctuate speech Week 3- 4: Tbat write a first person narrative from the perspective of Tom Tbat use direct speech To use dialogue to advance action Tbat use dashes, commas and brackets for parenthesis Tbat edit, redraft and publish a piece of work	To use knowledge of root words, prefixes and suffixes to read aloud and understand new words (daily). To use practise using intonation, tone and volume, when reading aloud, so the meaning is clear to an audience (daily). (Highwayman) To distinguish between fact and opinion (weekly). To retrieve and record key details from fiction and non-fiction (retrieval). To explain and justify inference with evidence from a text. (Challenge cards-weekly) To summarise ideas from more	Yr5 TBAT read, write, order and compare numbers to at least 1,000,000 TBAT identify the value of digits TBAT add and subtract mentally TBAT use written methods for addition and subtraction TBAT identify multiples and factors TBAT multiply and divide whole numbers by 10, 100 and 1000 To know angles are measured in angles TBAT estimate and compare acute, obtuse and reflex angles TBAT convert units of measurements	<u>Separating Mixtures</u> Week 1: TBAT explain what I know about separating materials. TU how solid particles of different sizes can be separated by sieving. <i>Big question: How can this mixture be separated?</i> <i>WS - Research, patterns and relationships.</i> Week 2: TBAT investigate which solids dissolve in water to form a solution. <i>Big question: Which solids dissolve in water?</i> <i>WS - Research, changes over time.</i> Week 3: TBAT record and report the results of an investigation on dissolving as evidence to	Lesson 1: To create a crime and punishment timeline plotting intervals accurately and adding to it as I learn about periods in history. <i>Big question: How has crime changed over time?</i> Golden thread: people, places and events <i>WS - Research, patterns and relationships.</i> Lesson 2: To identify different laws and punishments within the Anglo Saxon era. Big question: What were the laws and punishments like in the Anglo Saxon era? Golden thread: people, events. Lesson 3: To identify different laws and punishments within the Tudor era. Big question: What were the laws and punishments like in the Tudor era? Golden thread: people, events.	Lesson 1:To locate counties and cities of the UK using atlases, maps, globes and digital mapping- largest prisons. (Yorkshire, Lincolnshire, Nottinghamshire, Northumberland, Staffordshire, Greater Manchester, Suffolk, Cambridgeshire) Lesson 2: To use a map to plot the location of Victorian prisons and present day prisons. (digi maps)(Location) Lesson 3: To use 4 figure grid references (Locati on) Lesson 4: To identify key features of an OS map. (Diversity/Locatio n) Lesson 5: To use 6 figure grid references linked to OS maps	<u>Being Human- Hinduism</u> Tbat recall and express the key beliefs to Hinduism Tbat explore expressions of Braham and how Dharma relates to beliefs about Samsara Tbat encounter the lived experiences of faith practitioner Tbat explore the concept of Ahimsa (non-violence) Tk and describe the Hindu concept of Satsang (living) To encounter and explore lived examples of how Hindus have lived their life To respond to a philosophical question from a Hindu worldview	My year ahead- I can identify my goals for this year, understand my fears and worries about the future and know how to express them. Being a global citizen 1 - I know that there are universal rights for all children but for many children these rights are not met. Being a global citizen 2 - I understand that my actions affect other people locally and globally. Rewards and consequences - I can make choices about my behaviour because I understand how rewards and consequences feel.	Food - Meal Planning To research prior to making a product and communicate my ideas. To make a functional and appealing products fit for purpose. To know what a healthy balanced diet looks like and apply these principles To use a range of cooking techniques to prepare savoury dishes To know the term seasonality and know that ingredients may need to be caught, reared or processed. To use knowledge of budgeting to plan a meal .	<u>Autumn Half term 1 Year 5 (Badminton indoor)</u> Tbat use the serve with consideration of attacking principles To explore an underarm return with consideration of attacking principles To explore an underarm return with consideration of attacking principles To explore the overhead forehand with consideration of attacking principles To select and apply skills and tactics to play competitively To apply rules, skills and tactics to play in a tournament <u>Year 6 (Badminton indoor)</u>	<u>Selection in physical computing.</u> To control a simple circuit connected to a computer To write a program that includes count-controlled loops To explain that a loop can stop when a condition is met To explain that a loop can be used to repeatedly check whether a condition has been met To design a physical project that includes selection To create a program that controls a physical computing project <u>Sensing movement</u> To create a program to run on a controllable device To explain that selection can	<u>Garageband</u> To play and record a chord sequence using Garageband. To have an understanding of how chords are constructed. To compose and record a melody fitting with a chord sequence. To add rhythmic and harmonic accompaniment to a piece. To compose section A for a final piece in a chosen style. To use ternary form to structure a piece of music. <u>WW2</u> To identify what makes a successful melody. To explore melodic structure and

Week 5-6: Tbat write a first person eye witness account (chapter 17,18) <i>Tbat infer character details</i> <i>Tbat predict and summarise key events</i> <i>Tbat select vocabulary to describe</i> <i>Tbat use dialogue to advance the action</i> <i>Tbat use commas to punctuation</i> <i>fronted adverbials</i> Week 7: Tbat write a informal letter (Chapter 21) <i>Tbat use paragraphs for organisation</i>	than one paragraph. To predict what might happen from details stated and implied. (Black Powder) To make comparisons within and between texts. To explain how meaning is enhanced through word choices and phrases. (continuous) To explain the meanings of words in context. To retrieve and record key details from fiction and non-fiction (retrieval).	TBAT measure and calculate the perimeter TBAT calculate and compare the area of rectangles TBAT use written method for multiplication TBAT compare and order fractions TBAT read, write, order and compare numbers up to three decimal places TBAT identify regular and irregular polygons TBAT use properties of rectangles to deduce related facts and find missing lengths and angles	support or refute predictions made. TBAT describe how to recover a substance from a solution, by evaporation and explain how they know this. Big question: What happens when a solution evaporates? WS - Research, investigating changes. Week 4: TK how to conduct a fair test and how data can be displayed to support our investigations. TBAT predict and test patterns for solutions. Big question: <i>How can I conduct a fair test and display its results?</i>	Lesson 4: To identify different laws and punishment with the Victorian period. Big question: What were the laws and punishments like in the Victorian period? Golden thread: people, events. Lesson 5: To compare historical periods, identifying different laws and punishments Big question: <i>How have laws and punishments changed over time?</i> Golden thread: people, events. Lesson 6: To understand how scientific developments have changed the	(Location, Diversity) Lesson 6: I can confidently use the eight points of a compass. (Location) Lesson 7: To conduct a local study of crimes committed in Barton, using local maps (newspaper clippings locate on maps) (Relationships, Diversity, Location) To know and consider how changes in the environment have led to changes in crime/offences being committed. (Relationship) Lesson 8: To use primary and secondary sources	"We're better together" <u>Being Human-Islam</u> To recap the key beliefs of Muslims Tbat explore and understand what the Qur'an teaches Muslims about how to treat others Tbat explore and describe the teachings from the Hadith (sayings of Prophet Muhammad) Tbat investigate how Muslims teachings guide Muslim actions around the world Tbat explore lived examples of belief	Our learning charter - I understand how an individual's behaviour can impact on a group. Am I normal? - I understand there are different perceptions about what normal means. Understanding difference/ gender identity - I understand how being different could affect someone's life. Power struggles - I can explain some of the ways in which one person or a group can have power over another.	To return the shuttlecock using an underarm clear To return the shuttlecock using an overhead clear To use a variety of shots to keep a continuous rally going To develop the serve and understand the rules of serving To employ tactics to play against an opponent and with a partner To apply rules, skills and principles to play against an opponent <u>Year 5 (golf outdoor)</u> To explore technique for hitting accurately over a short distance To explore technique for	control the flow of a program To update a variable with a user input To use a conditional statement to compare a variable to a value To design a project that uses inputs and outputs on a controllable device To develop a program to use inputs and outputs on a controllable device	sing a melody and counter melody. To arrange, notate and perform a well structured melody. To compose and perform a catchy melody and lyrics for a D-day song. To accompany a melody selecting the most appropriate chords. To refine and perform as an ensemble with appropriate expression, chordal and rhythmic accompaniment.
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<i>Tbat use a range of emotive language to show empathy</i> <i>Tbat use a range of parenthesis</i> Week 8: Black history Month Week 9: Tbat use organisational features to write a non-chronological report (gunpowder plot) <i>Tbat use subheadings and bullet points to organise information</i> <i>Tbat use colons to introduce a list</i> <i>Tbat use a range of sentence types inc relative clauses</i> Week 10: Tbat write a diary entry from the perspective of Tom's Dad (Chapter 28) <i>Tbat use descriptive and emotive language for effect</i> <i>Tbat use rhetorical questions</i> <i>Tbat use a range of parenthesis (brackets, commas and dashes)</i> Week 11: Tbat write effectively from the perspective of a character (The Promise)	To explain and justify inference with evidence from a text. To summarise ideas from more than one paragraph. To predict what might happen from details stated and implied. To make comparisons within and between texts. To explain how meaning is enhanced through word choices and phrases.	TBAT identify 3D shapes, including cubes and other cuboids Yr6 To use and identify place value in numbers to 10, 000, 000. To order whole numbers. To use and identify place value in decimals up to three decimal places. To order decimals. To use a formal written method for addition. To use a formal written method for subtraction. To solve equations involving missing numbers. To use trial and error to solve problems involving addition and subtraction. To use a formal written method for multiplication. To solve multistep problems using multiplication. To retrieve information from a table. To use formal written methods to solve 'find the possibility' questions. To revise odd and even numbers.	<i>WS - Research, patterns and relationships.</i> Week 5: TU that when solids do not dissolve or react with water (liquid), they can be separated by filtering and will have applied this knowledge to solving a filtration problem. Big question: How can I separate a complex mixture? <i>WS - Research, investigating changes.</i> Working scientifically week 6 : TBAT use knowledge of solids, liquids and gases to decide how mixtures might be separated including through filtering, sieving and evaporating. Big question: How can we clean dirty water? <i>WS - Research, changes over time, patterns and relationships, investigating changes.</i> <u>Lesson 7: TBAT review my work on separating mixtures.</u> <u>Big question: What have I learnt about separating mixtures?</u> <u>WS - Patterns and relationships, changes over time, secondary sources.</u> <u>Types of change</u>	way crimes are investigated. Big question: How has science changed the way crimes are solved? <i>Golden thread: people, events.</i> Lesson 7: To explain why the Magna Carta was an important turning point in the history of crime and punishment. Big question: Why was the Magna Carta important for justice? <i>Golden thread: people, events.</i> Throughout unit: To ask questions to develop my understanding and also ask questions of others. To challenge sources of information (National Archives). To ask a range of questions to develop understanding of change, cause and significance. To identify how ideas and opinions towards crime and punishment have changed over time (compare Victorian case studies vs. local graffiti). Big question: How have opinions towards crime and punishment changed over time?	to compare our locality (physical/human features). (<i>Relationship/Diversity</i>) 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) <i>How has the environment changed?</i> <i>How have crimes changed?</i> (Graffiti Map) (Diversity/Relationship)	in action using a case study	Why bully? - I know some of the reasons why people use bullying behaviours. Admiration accolades - I can give examples of people with disabilities who lead amazing lives. Personal learning goals - I know my learning strengths and can set challenging but realistic goals for myself. Steps to success - I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. My dream for the world - I can identify problems in the world that concern me and talk to other people. Dreams and goals of young people in other cultures - I can describe the dreams and goals of young people in a culture different to mine. How can we support each other? - I	ART To research the skills and artistic trademarks of the artist Banksy and discuss the purposes of street art. To use stencils and understand the level of detail they provide. To create a piece of work in the style of Banksy. To imitate the effects of light on objects and people from different directions To use shade to interpret the texture of a surface (background) To design street art with a moral message for a local audience. I can use colour to express feelings and emotions I can create images with different hue/tint/tonal/mood	hitting over a short distance To select and apply the correct technique for the situation To explore the technique for a long game To select the appropriate shot for the situation To apply knowledge of rules and skills to design and compete in a tournament <u>Year 6 (golf outdoor)</u> To develop technique for hitting accurately over a short distance To develop technique for hitting over a short distance To select and apply skills for a short game To develop the technique for a long game To select appropriate shot for the situation To design a course and select the appropriate shot for the situation <u>Autumn Half term 2 Year 5 (Dodgeball indoor)</u> To develop throwing skills and apply them appropriately to the situation To develop dodging skills and apply them appropriately to the situation To develop catching skills and	MFL Year 5/6 following scheme of work
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<i>Tbat select vocabulary to portray a character</i> <i>Tbat use rhetorical questions</i> <i>Tbat use parenthesis for extra information</i> Week 12: Tbat write a sequel to a story (The Promise) <i>Tbat use correctly punctuated direct speech</i> <i>Tbat select vocabulary to build tension</i> <i>Tbat use semi colons</i> Week 13: Tbat write a journalistic recount (local graffiti) <i>To use a range of fronted adverbials</i> <i>To use direct and reported speech</i> Week 14: Tbat write a persuasive argument (graffiti) <i>Tbat use an appropriate level of formality</i> <i>Tbat use commas for clarity</i> <i>Tbat use a range of conjunctions</i> <i>Tbat use a range of modal verbs</i>		To use a formal written method for division. To solve multistep problems using division, including with money. To know circumference, radius and diameter. (Y6) To calculate radius and diameter. (Y6)	Week 7: TBAT discover that some materials dissolve and to investigate solubility rates. Big question: What is solubility and can it be different depending on the solute? WS - Research, patterns and relationships, investigating changes. Week 8: TBAT demonstrate the solute can be recovered from the solution due to evaporation. Tbat demonstrate that dissolving, mixing and changes of state are reversible changes. Big Question: Do we always use the same method to reverse a change? Research, changes over time, investigating changes. Week 9: Tbat understand that melting is a reversible change. Big Question: What role does temperature play in reversible changes? WS - Research, secondary sources, changes over time, investigating changes. Week 10: Tbat explain that burning is an irreversible change because it forms new materials. Big Question: What is the difference between chemical	To use secondary sources to investigate other crimes committed by children to identify similarities and differences in crime and treatment To use secondary sources (photographs) to examine perceptions of graffiti. (longitudinal) To consider the moral cause of crimes and compare this to crimes of the past (using sources). To carry out a local study of Barton to investigate: -how the town has changed -how crimes committed over a period of time have changed Big question: How has Barton town changed over time?		understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other. Taking responsibility for my health and wellbeing - I can take responsibility for my health and make choices that benefit my health and wellbeing. Drugs - I know about different types of drugs and their uses and their effects on the body, particularly the liver and heart. Exploitation - I understand that some people can be exploited and made to do things that are against the law. Gangs - I know why some people join gangs and the risks this involves. Emotional and mental health - I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.		apply them appropriately to the situation To develop blocking skills and apply them appropriately to the situation To understand the need for tactics and identify how to create and use them To apply rules, skills and tactics when playing in a tournament <u>Year 6 Dodgeball</u> To throw under pressure and apply this to a target game To select the appropriate dodging skill for the situation To develop catching with increasing consistency under pressure To develop defensive techniques and select the appropriate action for the situation To understand and apply tactics in a game To develop officiating skills and referee a game <u>Autumn Half term 2 Year 5 (rugby outdoor)</u> To apply attacking skills to a game situation To make decisions and understand when to pass and when to run with the ball To apply attacking skills	
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			and physical changes? WS - Research, secondary sources, changes over time, investigating changes. Week 11: Tbat know that a chemical change is irreversible (acid on bicarbonate of soda). Big question: How does the amount of bicarbonate of soda impact a chemical; reaction? WS - Research, patterns and relationships, investigating changes. Week 12: working scientifically			What is mental health? - I know that it is important to take care of my mental health. My mental health - I know how to take care of my mental health. Love and loss - I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. Online gaming - I know there are rights and responsibilities when playing a game online. My relationship with technology: screen time - I can recognise when I am spending too much time using devices. Self and body image - I am aware of my own self-image and how my body image fits into that. Puberty for girls - I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. Puberty for boys - I can		effectively within the rules To work as a team to delay opponents and stop the opposition from scoring To apply attacking skills to create space and beat a defender To apply rules and skills to take part in competitive games <u>Year 6 Rugby</u> To select the appropriate skills, choosing when to run and when to pass To move into space to support a team mate abiding by the rules To use defending skills to gain possession To work as a defending unit to prevent attackers from scoring To use a variety of attacking skills to beat a defender To apply rules, skills and tactics learnt to play in a tournament		
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							describe how boys' and girls' bodies change during puberty. Boyfriends and girlfriends - I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend. Looking ahead 1 and puzzle outcome - I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).				
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Year Group: Year 5/6

Topic Map: Crime and Punishment

Term: Autumn 2026