Year: 6 Term: Autumn 1 Topic: It's a Crime! – Does the Punishment Always Fit the Crime?

Planned Curriculum Content

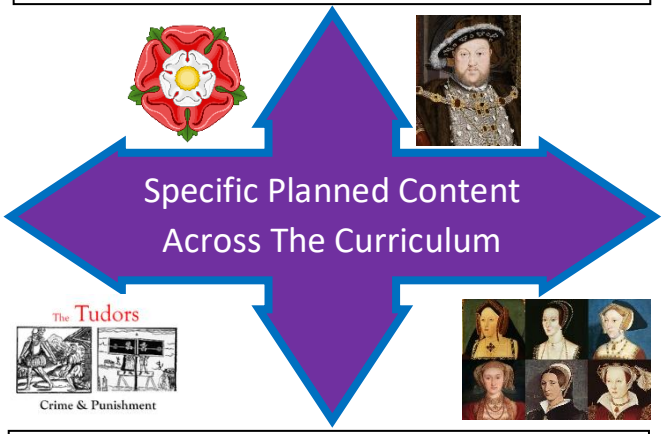
Literacy - *See the Long and Medium Term Planning for specific planned content.*
Texts: Boy, Matilda, Macbeth, Selection of poetry by Michael Rosen
Writing Styles and Genres
Setting and character descriptions, Traditional Tales, Character Perspective, Recounts, News Paper Reports

Science: Light
The children will learn:
• To understand that light appears to travel in straight lines.
• To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.
• To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.
• To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

Computing: Multimedia
The children will learn:
To integrate words, images and sounds imaginatively into a presentation for different audiences and purposes
To make appropriate selections from a variety of ICT applications to present text images and sounds effectively and communicate specific information and ideas for a specific audience
To organise their information appropriately and identify appropriate choices and links
To understand the potential of multimedia through comparing and contrasting a variety of applications/online tools
To understand the importance of evaluation and adaptation of individual features to enhance the overall presentation.

Maths
Number: Place Value
Number: Addition, Subtraction, Multiplication and Division
*Year 5 Measurement: Perimeter and Area

See the Long Term Plan for detailed small steps which set out the specific planned content.



In each of these subject we follow schemes of work. Refer to the Long Term Plans for detailed information on the specific planned content:
P.E. – Spiral (Weeks 1 → 7)

Music - Ukulele

RE - Leeds Agreed Syllabus – Unit: Sikhs Pathway 2

French – Twinkl – Unit: Let's Visit a French Town

PSHCE - You, Me and PSHE - Unit: Identity, Society and Equality

History: Crime and Punishment

We will go on a journey through British history as they discover how crime and punishment has changed throughout the ages. Beginning with the Romans and traveling right through to the present day, your children will discover how changes in society create changes in the kind of crimes that are committed, as well as the ways in which they are punished. The children will learn to: Explore specific vocabulary relating to crime and punishment, and start to think about how crimes change over time, giving reasons for this. Look at some common Roman crimes and identify their punishments. How Britain changed after the Romans left and look at the Anglo-Saxon and Viking system of paying weregild, as well as other punishments. Explore some of the reasons for changes in crimes, such as the introduction of Forest Law and the closing of the monasteries during the medieval and Tudor periods. The causes of crimes during the early modern period, such as poachers, smugglers and highwaymen. Investigate some societal changes during the Victorian period and some of the crimes that came with this relating to industrialisation and political changes. Considering common crimes today and how they are punished and contrast these with the time periods studied.

Art: Portraits (Hans Holbein) The children will learn to:
To show how the work of those studied (Hans Holbein) was influential in both society and to other artists. Look at the images of portraits by Holbein Discuss the rich colours the air of importance – link to History and the story of Henry VIII and Anne of Cleaves. Who was depicted? Was this reflective of Tudor society? Was bias evident?
To create a colour palette based upon colours observed in the natural or built world. Choose your own Holbein portrait and recreate the colours from that portrait. Experiment mixing a variety of shades and tones.
To sketch (lightly) before painting to combine line and colour. Lightly sketch chosen Holbein portrait. Think about sizing, shading etc. Begin to plan use of paint and how to recreate the Holbein effect.
To combine colours, tones and tints to enhance the mood of a piece and use brush techniques and the qualities of paint to create texture.
Refer back to your colour palette, look at the colours, tones and tints created and use them to create the rich fabrics in the style of Holbein.
To take inspiration from and use some of techniques used by notable artists and designers. Look at a range of work from different portrait artists – include a variety impressionists/modern artists.
To create original pieces that show a range of influences and style and to develop a personal style of painting, drawing upon ideas from other artists.
Using the ideas/inspiration from a variety of different portrait artists – children begin to prepare a self-portrait showing influence from a portrait artist of choice

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Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared value will be: Determination – trying our best, even when things are tough	Our knowledge organisers will be focused on the Tudors and Light. They will be used to help the children to learn the essential knowledge and vocabulary that they need for the subject.	Various Significant Authors/ Poets (including Shakespeare, Roald Dahl, Terry Jones and Michael Rosen) will drive our Literacy Curriculum. Through Science we will learn about Isaac Newton and his theory of light and colour. The famous portrait artist, Hans Holbein, will be the inspiration for our research and work. In music…	Through our curriculum work in RE, we will be learning about how Sikhs show commitment. Through our PSHE curriculum we will be learning about the experiences of refugees and the homeless and consider ways that we can support others within the wider community.

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
• Understand that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.	• Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

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Art and Design: Threshold Concepts		
Developing Ideas:	Mastering Techniques:	Taking Inspiration from the Greats:
• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Comment on artworks with a fluent grasp of visual language	• Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.	• Take inspiration from and use some of techniques used by notable artists and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.
Computing: Threshold Concepts		
n/a		
n/a		
Design and Technology: Threshold Concepts		
n/a		
n/a		
Geography: Threshold Concepts		
Investigate Places:	Investigate Patterns:	Communicate Geographically:
n/a	**n/a**	**n/a**

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History: Threshold Concepts

Investigate and interpret the past:	Build an overview of world history:	Understand chronology:	Communicate historically:
• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.	• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy.

Languages (French): Threshold Concepts

n/a

n/a

Music: Threshold Concepts

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Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
• Demonstrate understanding of pitch through singing from simple staff notation • Demonstrate understanding of beat and syncopation through singing and body percussion	• Demonstrate coordination and rhythm skills by participating in a complex circle game	• Devise, combine and structure rhythms through dance			

PE: Threshold Concepts (Highlight focus areas for Half Term)

KS2

Cognitive	Manipulation	Physical
Anticipation Evaluation Peer Mentoring Tactical Variation Team Work Understanding Rules	Accuracy Dribbling Fielding and Catching Passing Shooting Striking	Agility Control Physical Processing Power Speed Strength

PHSCE: Threshold Concepts

n/a

n/a

RE: Threshold Concepts

n/a

n/a