

During this half term our enquiry is:

How has crime and punishment changed over time in Britain?


Through this enquiry, children will extend their chronological knowledge beyond 1066 as well as giving them a strong chronological narrative following on from earlier studies of civilisations that have helped shape Britain today including opportunities to recall the significance of the railways and their influence on crime. It will help the children to understand how things have changed, (and have stayed roughly the same) over a long period of 1000 years as what to do to punish and then prevent crime has always been a difficult problem to solve and always will be. The children will recognise that each period in history has its own problems, whether it's simple stealing from a house in the Middle Ages or cyber-crime today. This study will begin by making links with previous learning by looking at how the legacies of the Romans in Britain still influences Crime and Punishment today as well as linking it to work done on Saxon justice, Tudor and Victorian periods There will be opportunities for the children to take part in informed debates, relating issues to the present day wherever possible. In this way the enquiry makes a major contribution to the children's citizenship education alongside helping pupils to develop a deeper understanding of crucial historical concepts: similarities and differences, interpretation and continuity and change which will be explored by inviting a member of the police force into school. Children will be able to ask about areas such as their equipment, their role in the community, rights and responsibilities of citizens, and how the law now treats children. This grounding will help the children access historical periods at key stage 3 as this knowledge offers a foundation for critical reflection and analysis on the efficacy of present criminal justice practises as well as encouraging respect for the rule of law and the development of civic responsibility.

Subject	Activities / areas to be covered in school	Possible learning at home
English	<p>In English this half term, the children will begin by rehearsing some sentence level skills. The children will use a visual stimulus to write: expanded lists punctuated accurately with colons and semi colons; sentences in both the active and passive voice; and will practice using a semi-colon to join two closely related clauses in a sentence. Following this, we will be reading a range of non-fiction texts linked to crime and punishment through the ages. This reading will give children the opportunity to gain knowledge about this term's enquiry focus and continue to develop their retrieval, summarising and inference skills. We will then be exploring the picture book Way Home by Libby Hathorn and Gregory Rogers. This beautifully illustrated story allows children to track the journey of the main protagonist, Shane, and his cat as they go in search of a home. The children have opportunities to write descriptively in different roles, develop their writing skills linked to dialogue and character inference.</p> <p>Our class novel this term is Holes by Louis Sachar.</p> <p>We will also be reading and responding to the poem: The Highwayman by Alfred Noyes.</p>	<p>Reading Plus</p> <p>If you are able to, log onto Reading Plus at home and complete one session each week.</p> <p>In school, three times per week, we are using this programme to support children in developing fluency, pace and comprehension reading skills. Each child has their own login. Please see your class teacher if you have any problems with this.</p> <p><u>School site code:</u> rpwestp5</p> <p>Login here: https://student.readingplus.com/seereader/api/sec/login</p> <p>More information can be found here: https://www.readingplus.co.uk/customer-support/parents-and-students/</p>

Maths	<p>In maths this term the children will continue to develop their arithmetic skills on a daily basis. Application of these skills will be practised through reasoning questions regularly to ensure fluency.</p> <p>We will begin to look at decimals, exploring the links between decimals and fractions before moving onto looking at percentages. In this block, pupils build upon the concepts learnt in Year 5; exploring and using equivalence between fractions, decimals and percentages. At this stage, students are also introduced to the concept of calculating a percentage of an amount. Initially pupils are introduced to one-step problems, such as finding 10% of an amount. They then progress to solving multi-step problems, such as calculating 37% of an amount.</p> <p>Towards the end of the half term, we will explore how to calculate the area of different shapes; including triangles and parallelograms. They also build on their knowledge of volume from Year 5; calculating, estimating and comparing volume of cubes and cuboids, using standard units, including cubic centimetres and cubic metres.</p>	<p>Keep practising those times tables through Times Tables Rock Stars (TTRS) as you need to keep your recall knowledge sharp. You might want to explore other ways of learning your tables using singing videos on Youtube.</p> <p>Here are some maths games the children can play online: https://whizz.com/year-6-maths-games/ https://mathsframe.co.uk/en/resources/category/22/most-popular https://thirdspacelearning.com/blog/maths-games-ks2/&22-maths-games-for-year-6- https://thirdspacelearning.com/blog/maths-games-ks2/&22-maths-games-for-year-6-</p>
Science	<p>During this unit of work, children will consolidate and extend previous learning from year 4 by constructing simple series circuits and drawing them using scientific symbols. They will conduct investigations to determine how the voltage in a circuit affects the brightness of a bulb. They will use their 'working scientifically' skills to plan an experiment to investigate variations in how components function and use the results to write a clear and concise conclusion. They will use the internet to research information about renewable and non-renewable energy sources and communicate this information in the form of a leaflet.</p>	<p>1. Practise your Scientific enquiry skills: Research – how has our understanding of electricity changed over time? Pattern Seeking – does the temperature of a light bulb go up the longer it is on? Comparative Testing – which make of battery lasts the longest? Observation over Time – how does the brightness of a bulb change as a battery is used up?</p> <p>2. Find out about a key scientist linked to the topic:</p> <ul style="list-style-type: none"> • Alessandro Volta (electrical battery) • Nicola Tesla (alternating currents) <p>3. Read a book with an electricity link: Goodnight Mister Tom by Michelle Magorian Blackout by John Rocco Hitler's Canary by Sandi Toksvig</p>

History	See enquiry overview above.	<p>1. Research – become an expert on crime and punishment in a specific time period, e.g. Georgian, Tudor or Victorian times. <i>How will you research? How will you check that your sources are reliable?</i> How will you present your research? Ww would love to display your research on our enquiry working wall or in our floor book!</p> <p>2. Witchcraft! Find out about how witchcraft was seen as a crime and how it was punished!</p> <p>3. Read a book linked to crime and punishment. A few suggestions include:</p> <p>Millions by Frank Cottrell-Royce & Steven Lenton</p> <p>Hacker by Malorie Blackman</p> <p>Black Powder by Ally Sherrick</p> <p>Treason by Berlie Doherty</p> <p>How to steal the Mona Lisa by Bethany Walker and Jack Noel</p>
Art	<p>In this term's unit of work, children are introduced to the idea that they can use art as a way of sharing their passions and interests with their peers and community. We start by introducing pupils to artists who are activists, and then we go on to help pupils identify and voice the things they care about as individuals.</p> <p>Key Concepts include:</p> <ul style="list-style-type: none"> *That artists can use art as a way to express their opinions, using their skills to speak for sectors of society. *That artists acting as activists often use print because it allows them to duplicate and distribute their message. *That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. *That through art as activism we can come together. 	<p>Learning Outside of the Classroom?</p> <ul style="list-style-type: none"> ● Explore any evidence of artists using their skills to impact change in your local environment. <p>Consider passions/interests that you may want to use to influence your art, some suggestions are:</p> <ul style="list-style-type: none"> ● History: Look at the messaging from WW2 posters. ● Science: Environmental changes, deforestation. ● PSHE: Responsibility to the planet, Collaboration, Peer Discussion, Different Religions, Ethnic Identity.
Physical Education	<p>This half term, year 6 will be taking part in PE on Mondays and Thursdays. Children will now wear PE kit to school rather than have PE kit to change into.</p> <p>On a Monday afternoon, Year 6 will take part in outdoor PE with Mrs Black. Make sure you have outdoor footwear and weather appropriate clothing as this lesson will take place on the school field.</p>	<p>I wonder if you can set yourself a physical challenge to help you keep fit and healthy this half term.</p> <p>How does exercise make you feel? Consider how you feel before, during and after physical activity.</p>

	On a Thursday afternoon, Class 12 will be going swimming and Class 11 will have an indoor PE lesson in school.	
PSHCE	<p>This half term, the children will take part in an eight-week programme run by Darlington Growing Healthy 5-19 team and Darlington Mental Health Support Team.</p> <p>The Decider Skills programme use Cognitive Behavioural Therapy to teach children, young people and adults skills to recognise their own thoughts, feelings and behaviours, allowing them to monitor and manage their own emotions and mental health. The skills are designed to enable participants to make effective changes to help manage distress, regulate emotion, increase mindfulness, promote effective communication and to live a more skilful, less impulsive life.</p> <p>These sessions will run every Tuesday afternoon in school.</p>	<p>Watch this video to find out more about the decider programme: https://www.thedecider.org.uk/who-we-help/education/</p> <p>Talk about your feelings, thoughts and worries together at home. Which situations makes us feel more anxious than normal and why? How do we deal with feelings of stress or anxiety?</p>
Religious Education	<p><i>Is it better to express your belief in arts and architecture or in charity and generosity?</i></p> <p>This investigation enables pupils to learn in depth from two different religions about why their holy buildings and works of art matter to them as expressions of devotion to God and worship, and about how they practice generosity and charity.</p>	<p>Research religious buildings. How are they special? Compare and contrast special buildings from different religions.</p> <p>Find some examples of religious art. How is art from different religions similar/different?</p>
Music	This term, Class 11 will receive weekly singing tuition from Durham Music Service. They will be creating a 'Rock Choir', building on the many skills required to perform confidently. Integrated into their sessions, they will revisit some of the dimensions of music including pitch, dynamics, timbre, rhythm and tempo. They will also develop knowledge of music notation.	<p>Sing!!</p> <p>Sing along to songs on the radio (Spotify/Amazon Music or whichever musical device you have)</p> <p>Sing in the shower!</p> <p>Sing in the car!</p> <p>Just have fun singing. . .</p>
Computing	<p>Programming A - Variables in Games</p> <p>This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. They will use variables to create a simulation of a scoreboard and experiment with variables in an existing project, then modify them, before they create their own project.</p>	Use https://scratch.mit.edu/ at home and recreate part of a game which includes variables, can you program what blocks you would need to adapt these variables? Email a copy of your game to school so that we can test it during Computing lessons.

French	<p>Au salon du thé (At the tea room) By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room. This is a unit that consolidates much of the grammar covered in our Early Learning teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.</p>	<p>A great app, which you can use for free, is 'Duolingo'. Make sure you choose French as the chosen language.</p> 
Homework	<p>Each week, the children will receive homework on a Friday. This should be returned to school the following Wednesday.</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> All children will have a <u>reading record</u>. The expectation is that children in year 6 read for a sustained period of time each night and really 'get into a good book'. Their reading record should be returned to school each Friday to be checked by a member of staff who will change reading books when needed. Although many children in year 6 are fluent readers and are likely to be reading independently by this age, parents/carers still need to hear them read out loud to develop their fluency and expression in harder texts. <p><u>Spelling</u></p> <ul style="list-style-type: none"> Each week, the children will learn and focus on a spelling rule or word(s) from the year 5/6 statutory word list. Children will have spelling activities as part of their homework - this will be in preparation for a spelling test each Monday. <p><u>Maths</u></p> <ul style="list-style-type: none"> Maths homework will focus on children's fluency skills and will be linked to the week's learning. The children should be familiar with the style of questions on the homework and use this as an opportunity to practice and rehearse their skills. <p><u>Punctuation and Grammar</u></p> <ul style="list-style-type: none"> Punctuation and grammar questions may be set as part of homework and will reflect the focus of the week's learning. <p><u>Enquiry – Wider Curriculum</u></p> <ul style="list-style-type: none"> There are suggested activities in each half term's overview linked to the wider curriculum to complete at home. In addition, the children may receive some homework linked to the curriculum enquiry. This will be optional project/creative activities. <p>In year 6 we aim to get the balance right and work with parents to best prepare children for the expectations of each stage of learning. It is worth noting that getting children into the habit of regular homework prepares them for the demands of secondary school. If a child in year 6 does not complete the homework set on a regular basis the child will be expected to complete it in their own time. We expect everyone to be treated equally and all children are</p>	

Year 6

Spring 1 Overview



	required to complete homework. Class teachers are available to support and help children with their homework if they are stuck or unsure – please do not hesitate to ask.
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