

During the Spring 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, we are continuing with our class novel, Holes by Louis Sachar. We will write our own descriptions of Camp Green Lake and think about how Stanley and the other boys feel living there. As the story progresses, we will learn more and more about the sub-plot and key themes of the text: crime and punishment; friendship and redemption.</p> <p>We will also continue to practice reading and responding to a range of fiction, non-fiction and poetry. We will be developing ways to make meaning from unfamiliar vocabulary; practice summarising a text and providing our impressions of places and characters supported by evidence.</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. Children will recap metric measures for length, mass and capacity. They will explore how to convert between metric units and finally solve calculations applying this skill.</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>Living things and their habitats</p> <p>During this unit of work, children will learn about classification of living things, including microorganisms. They will learn the names and characteristics of the main groups used to classify animals, plants and microorganisms. Children will learn to use a classification key and create their own key using yes/no questions. Children will investigate the question; Is yeast a microorganism? And conduct an experiment involving the respiration of yeast. They will produce a presentation about the life and work of Carolus Linnaeus and understand the importance of his standard classification system.</p>	<p>Practise your Scientific enquiry skills:</p> <p>Research – What do different types of microorganism do? Are they always harmful? Find out about a key scientist linked to the topic: Carl Linnaeus, Edward Jenner, Louis Pasteur.</p> <p>Pattern Seeking – Do all flowers have the same number of petals? Set up your own investigation? Make a prediction and think about how to record your results.</p> <p>Observation over Time – What happens to a piece of bread if you leave it on a windowsill for 2 weeks? Take photos or drawings to record your observations.</p> <p>Comparative Testing – Find out about invertebrates. Which is the most common invertebrate in your garden/local park?</p>
DT	<p>In DT children will be making motorised vehicles using their construction skills and applying their scientific knowledge of electrical circuits. Skills include being able to:</p> <ul style="list-style-type: none"> -Cut wood accurately to 1mm -Cut with precision -Using sanding to refine and finish -Use of sheet materials 	<p>Research different types of vehicles. Look at the parts that allow a car to move successfully.</p> <p>Make a model car using materials that you have at home. How could you cut, join and stick materials most effectively?</p>

Physical Education	<p>This half term, year 6 will be taking part in PE on Mondays and Thursdays. The children will take part in dance and football this half term. Please bring your PE kit into school on a Monday morning – you can leave it in class for the week.</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.</p> <p>On a Thursday afternoon, Class 12 will be going swimming and Class 11 will have an indoor PE lesson in school.</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>
PSHCE	<p>How can the media influence people?</p> <p>Children will think about how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions. They will learn that not everything should be shared online or social media and that there are rules about this, including the distribution of images. They will learn about mixed messages in the media, how text and images can be manipulated or invented and strategies to recognise this. They will explore the reliability of different types of online content and media to recognise unsafe or suspicious content online and know what to do about it. Children will be encouraged to consider how appropriate the content they view online is for their age range and how to report online content which may be upsetting, frightening or untrue.</p>	
Religious Education	<p>What matters most to Christians and Humanists?</p> <p>This investigation enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life. They will explore questions such as:</p> <ul style="list-style-type: none"> • How should we care for others and the world, and why does it matter? • What can we learn from religions about deciding right and wrong? 	
Music	<p>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>	<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>

	Class12 will be exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.	Just have fun singing. . .
Computing	<p>Introduction to spreadsheets</p> <p>This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts, and evaluate their results in comparison to questions asked.</p>	<p>Try out one of the following spreadsheet applications: 'Google Sheets' or alternative software such as 'Microsoft Excel' or 'Purple Mash – 2Calculate'.</p> <p>Collect or make up some data and try to organise it in a spreadsheet.</p> <p>Research what type of data spreadsheets might be used for.</p>
French	<p>En Classe - In the Classroom</p> <p>In French this half term, the children will gain the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French.</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.

Punctuation and Grammar

- Punctuation and grammar questions may be set as part of homework and will reflect the focus of the week's learning.

Enquiry – Wider Curriculum

- 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.

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 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.