





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, your child will continue to develop key reading and writing skills in preparation for the end-of-year assessments. The novel we will be reading is <i>Holes</i> by Louis Sachar. Through this text, children will work on reading comprehension skills, including retrieval, inference, and deduction. They will explore character impressions, identify themes, and analyse how the author builds atmosphere and tension.</p> <p>In writing, children will compose setting descriptions of Camp Green Lake and write letters in role as the main character, Stanley, drawing on their understanding of his experiences. Grammar sessions will reinforce key skills, including pronouns, relative clauses, modal verbs, and verb tenses.</p> <p>Alongside fiction, children will work with non-fiction and poetry texts to develop reading fluency, speed, and accuracy in answering comprehension questions.</p>	<p>To support your child's English learning at home, you could:</p> <ul style="list-style-type: none">  Encourage daily reading at length – Ensure your child reads longer texts and discuss characters, settings, and key events to deepen comprehension. Encourage them to read a wide variety of texts, including fiction, non-fiction, poetry, and news articles, to build their vocabulary and understanding of different styles.  Spot grammar in everyday reading – Can children identify the word classes of a different words? Can they identify the subject and verb in the sentence?



	<p>We will also be celebrating reading and storytelling as part of our World Book Day across school. The children will take part in a World Book Day live lesson with the BBC and will have the opportunity to share stories with our younger children, fostering a love of reading across year groups.</p> <p>Thank you for your continued support in encouraging reading at home. Please ensure your child is reading regularly and discussing their books to enhance comprehension and vocabulary skills.</p>	
Maths	<p>This half term in Maths, our focus will be on shape. The children will begin by exploring area, perimeter, and volume, applying their understanding to a variety of practical problems. We will then move on to the position and direction unit, where they will learn about translation and reflection, developing their ability to manipulate shapes accurately. To finish the half term, we will complete the statistics unit, which will give the children opportunities to collect, interpret, and present data in different forms.</p> <p>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>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>You can support your child at home by measuring rooms or garden spaces to practice area, perimeter, and volume, using graph paper or mirrors to explore translation, reflection, and symmetry, and collecting simple data from surveys or daily activities to create charts and graphs for the statistics unit. These hands-on activities help make maths practical and fun.</p>
Science	<p>Living things and their habitats 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: 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. 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. 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. Comparative Testing – Find out about invertebrates. Which is the most common invertebrate in your garden/local park?</p>
History	<p>See enquiry overview above.</p>	<p>1.Research – become an expert on crime and punishment in a specific time period, e.g. Georgian, Tudor or Victorian times.</p>






		<p><i>How will you research? How will you check that your sources are reliable? How will you present your research? We would love to display your research on our enquiry working wall or in our floor book!</i></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 Hacker by Malorie Blackman Black Powder by Ally Sherrick Treason by Berlie Doherty 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 Thursdays (outdoor) and Fridays (indoor).</p> <p>Our outdoor PE will focus on football, developing our ball control, attacking and defending skills.</p> <p>In indoor PE, we will focus upon dance.</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>




<p>PSHCE</p>	<p>In PSHE this half term, Year 6 will focus upon the question, “How can the media influence people?”</p> <p>Children will explore what their online identity is, how to protect it, and how to build and maintain a positive online reputation, including understanding that everything they do online leaves a digital footprint. Pupils will also learn how different types of media can affect emotions and wellbeing, and will develop practical strategies to manage their feelings, particularly in response to news stories, so they can support both themselves and others. In addition, they will be taught how to evaluate what they see and read in the media, recognising that not all information is reliable or true, and will practise identifying clues that help them judge the accuracy and reliability of news reports.</p>	<p>Talk about online identity and privacy – Discuss what information is safe to share online and review privacy settings together on apps or games your child uses.</p> <p>Explore digital footprints – Search your family name together (with supervision) and talk about how online actions can leave a lasting record and affect reputation.</p> <p>Discuss media and emotions – When watching or reading the news, talk about how it makes your child feel and practise simple wellbeing strategies such as taking breaks or speaking to someone if something feels worrying.</p> <p>Question what you see and read – Look at news stories or headlines together and ask key questions such as: Who wrote this? What is the purpose? Is there evidence? Can this source be trusted?</p>
<p>Religious Education</p>	<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? 	<p>Talk about these big questions as a family:</p> <ul style="list-style-type: none"> • How do we show kindness and care for others? • What helps us decide what is right and wrong? • What values are important in our family? • How do Christians and Humanists try to make the world a better place? <p>Encourage your child to complete small acts of kindness throughout the week, such as:</p> <ul style="list-style-type: none"> ✓ Helping at home without being asked ✓ Writing a kind note to a friend or family member ✓ Picking up litter to help the environment ✓ Including someone who feels left out ✓ Showing appreciation by saying ‘thank you’



		<p>Reading together can also help children reflect on moral values. Here are some suggested stories:</p> <ul style="list-style-type: none">  <i>The Good Samaritan</i> – A Bible story about helping others  <i>The Boy Who Cried Wolf</i> – A fable about honesty and trust  <i>The Lorax</i> by Dr. Seuss – A story about caring for the environment. <p>After reading, discuss:</p> <ul style="list-style-type: none"> • What was the main message? • How did the characters decide what was right or wrong?
Music	<p>This half term, the children will explore music technology through YuStudio, a digital audio workstation (DAW) accessible via Yumu. They will work on the Hip Hop Project, a six-lesson course that guides them through creating their own Hip Hop track. With mentorship from leading artists, students will learn to craft drumbeats, basslines, melodies, chords, and sound effects. Throughout the project, they will experiment with YuStudio to compose original music. By the end, students will reflect on their learning and have the chance to plan or perform their tracks, showcasing their creativity and musical skills.</p>	<p>Explore different hip-hop artists such as:</p> <p>Will Smith – Known for his clean and upbeat rap style, Will Smith’s music focuses on positive messages and fun themes, making him a great choice for younger listeners. The Sugarhill Gang – Pioneers of hip-hop, their classic hit “Rapper’s Delight” is a fun and lighthearted introduction to the genre, with clean lyrics that focus on rapping as a form of creative expression. Common – Known for his socially conscious and uplifting lyrics, Common’s music often promotes peace, love, and unity, making him an excellent choice for children. Salt-N-Pepa – This female hip-hop trio is iconic and their music, such as “Push It,” is energetic, fun, and family-friendly, providing a positive, empowering message for young listeners. Diggy Simmons – As the son of Rev Run from Run-D.M.C., Diggy’s music is clean and offers a positive influence with messages of ambition and self-expression.</p>
Computing	<p>Introduction to spreadsheets 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</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>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>Collect or make up some data and try to organise it in a spreadsheet. Research what type of data spreadsheets might be used for.</p>
<p>French</p>	<p>À l'école (At School) In this unit pupils will learn the nouns and definite articles/determiners for 10 school subjects in French. They will also learn how to conjugate the verb “to study”, an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time/day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.</p>	<p>A great app, which you can use for free, is ‘Duolingo’. Make sure you choose French as the chosen language.</p> 
<p>Homework</p>	<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. 	



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.