



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	In English this half term, your child will continue to develop key reading and writing skills in preparation for the end-of-year assessments. We will continue reading the novel <i>Holes</i> by Louis Sachar for pleasure but use this as a stimulus for writing animal reports and a courtroom close persuasive text. We will use the picture book 'Way Home' to work on reading comprehension skills, including retrieval, inference, and deduction. We will also be rewriting the story from a different character's perspective. Daily grammar sessions will reinforce key skills, including word classes, sentence types, apostrophes and synonyms and antonyms.	To support your child's English learning at home, you could: <ul style="list-style-type: none"> <li data-bbox="1368 991 2114 1203">📖 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. <li data-bbox="1368 1246 2069 1353">🔍 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>Maths</p>	<p>This half term in Maths, our focus will be on revising all of the areas of maths in preparation for SATs.</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 practising using the links that we have provided on dojo and by helping your child to complete the maths homework.</p>
<p>Science</p>	<p>Electricity</p> <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>Practise your Scientific enquiry skills:</p> <p>Research – research renewable energy as an alternative power source.</p> <p>Find out about a key scientist linked to the topic: Alessandro Volta (Electrical Battery) or Nicola Tesla (Alternating Currents).</p> <p>Pattern Seeking – Can you group electrical appliances in your home based on what they can do?</p> <p>Observation over Time – how can we measure how long it takes for a battery to be used up?</p> <p>Comparative Testing – see how long it takes for a battery to run out of power in different appliances. Can you make it a fair test?</p>
<p>History</p>	<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. <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</p>




		How to steal the Mona Lisa by Bethany Walker and Jack Noel
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 PE will focus on cricket, developing our throwing and catching skills, and batting and bowling as well as working as part of a team.</p> <p>Our second session will focus on athletics where the children will work on different running styles as well as throwing and jumping techniques.</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>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</p>



		<p>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	In music this half term we will be practising our vocal skills with a singing coach.	<p>Listen to a range of songs from different eras and by different artists.</p> <p>Practice singing along to karaoke backing tracks or youtube videos with lyrics.</p>
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 Ville</p> <p>In this unit pupils will learn the nouns and definite articles/determiners for 10 places around a town in the foreign language. They will learn how to navigate around the town using directions and prepositions to indicate the exact position of a place in relation to another in the foreign language. Pupils will build towards performing an extended role-play in pairs acting as the tour guide, Olivia, and a tourist asking and answering where places are in the town in the foreign language.</p>	<p>A great app, which you can use for free, is 'Duolingo'. </p> <p>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>Reading</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. 	



Spelling

- 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.

Maths

- 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.