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**Year 5/6 Autumn 2021**

Crime and Punishment

Grampound Road

Curriculum maps

Maths

Intent: we will explore the foundations of number up to 1/10 million and develop fluency when using Place Value to support calculation later in the year.

**Fiction: Kidnapped:**

Learn and **innovate** the story of ‘Kidnapped’ by Pie Corbett:

* Dramatising the story
* Creating emotion graphs
* Write letters to explain the experience had by the main character.

**Imitate** the story by:

* Completing short bursts of writing, changing characters, time, plot and prequels.

**Invent** a story by:

* Planning, drafting and editing.
* Boxing up text.

**Non-fiction: Biography writing:**

Learn and **innovate** a text by:

* Dramatising text
* Hot seating
* Comparing to other similar texts.

**Imitate** the text by:

* Completing short bursts of writing, note taking and further research, boxing up texts, identifying the features.

**Invent** a biography by:

* Planning, drafting and editing.
* Boxing up text.

**Class read: Holes by Louis Sachar.**

**Year 5:**

* Numbers to 10,000
* Rounding to the nearest 10,100 and 1000
* Number lines
* Comparing and ordering numbers to 100,000
* Rounding within 100,000
* The number line to 1,000,000
* Comparing and ordering numbers to 1,000,000
* Rounding numbers to 1,000,000
* Negative numbers
* Counting in 10s, 100s, 1000s and 1000s
* Number sequences

**Year 6:**

* Numbers to 1,000,000
* Numbers to 10,000,000
* Using number lines
* Rounding to the nearest 10, 100 and 1000
* Negative numbers
* Comparing and ordering numbers to 10,000,000
* Addition and subtraction (problem solving)
* Multiplying numbers of 4 digits by 1 digit
* Multiplying numbers of 4 digits by 2 digits
* Dividing numbers of 4 digits by a 2 digit number

**What does it mean for Christians to believe that God is holy and loving?**

* To think of words and phrases to describe a divine being.
* To interpret how Christians view God by seeking evidence within Biblical texts.
* Listen to hymns and Christian worship songs to evidence examples of God’s holiness.
* To view cathedral buildings to see the type of God the builders had in mind.
* Comparing Christian views with that of a Humanist – non believing citizen.

**Light**

Describe how light travels:

* Light travels in waves
* Light waves do not always need particles to travel through
* Light travels in straight lines
* Light waves travel faster than sound waves

How do we see things?

* Rays of light travel from a source and hit objects around us.
* The rays bounce off and the travel towards our eyes.

Reflection:

* Angles of reflection and incidence.

Refraction:

* Passing from one material to another causes a bending of light.

Shadows:

* What are they and how are they formed?
* Lengthening and shortening shadows.

How do we see colour?:

* Spectrums
* Prisms

**Inspire**

Police visit

Bodmin Jail trip

Magistrates visit

**Thrive**

Children will continue to be good citizens within the wider community.

**Discover**

What is out there?

Children to discover how crime is detected and punished.

Key vocabulary: education, hopes, appreciation, opportunities, goals, motivation, vision, challenge, rights, wealth, poverty, responsibilities, prejudice, citizen, privilege, deprive, charter, collaboration, rights, rewards and consequences.

Key vocabulary: Reflection, refraction, opaque, translucent, transparent, optic nerve, spectrum, iris, cornea, lens, shadow, pupil and light ray.

Key vocabulary: ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions, place value, position, partition, equivalent, round, compare, greater than, less than, equal to, numeral, Roman numeral

R.E.

Intent: we will explore what people believe and what difference this makes to how they live.

Key vocabulary: suspense, sentence structure, ellipsis, descriptive, simile and metaphor.

Key vocabulary: Omniscient, omnipotent, belief, views, divine being, God and Christian.

Literacy (including reading)

Intent: We will explore writing for different purposes.

PSHE

**Intent**: We will explore what makes a good and bad choice and the repercussions of such actions.

Science

**Intent**: we will explore light and how it helps us to see.

Impact: we can explain the effect light has on how we see things and how it travels through the air.

**Being Me**

* To help others feel welcome.
* To make the school community a better place.
* To think about everyone’s right to learn.
* Care about other people and their feelings.
* Work well with others.
* Choose to follow the Learning Charter.

Impact: we will know the structure and features of a losing story and we will write for different purposes.

Impact: we will create a learning charter for all children to follow both in class and around school.

Impact: we will be able to explain the types of traits a diving being should display and the impact these traits have on ourselves as individuals.

Impact: we will have a clearer understanding of Place Value and how number is made up and partitioned.

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**Thrive**

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**Discover**

What is out there?

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**Year 5/6 Summer 2021**

Crime and Punishment

Grampound Road

Curriculum maps

**Coding**

**To code effectively by:**

* To review existing coding knowledge.

• To begin to simplify code.

• To create a playable game.

**To simulate a Physical System by:**

• To understand what a simulation is.

• To program a simulation using 2Code.

**To decompose & abstract by:**

• To know what decomposition and abstraction are in Computer Science.

• To take a real-life situation, decompose it and think about the level of abstraction.

• To use decomposition to make a plan of a real-life situation.

**Friction and function:**

* To know how to create a program which represents a physical system.
* To create functions allowing for coding to be more efficient.

**To introduce strings:**

* To know how to use strings in programming.
* To change variable values appropriately.
* To understand how text values work in coding.

**Health Related Fitness**

* To know what is meant by Health Related Fitness and how physical fitness impacts our lives in both a positive and negative way.
* To be able to complete a series of circuits designed to target individual components of fitness.
* To experience creating a circuit designed to keep a 10 year old physically active.

**Livin’ On A Prayer**

* To listen to and appraise the song.
* To learn the song through playing games and composing our own versions of the song.
* To practice performing as a class.
* To use instruments when performing the song.

**By**

Key vocabulary: transportation, detection, pillory, crucifixion, retribution, judge, magistrate, guilty, trial, reformation, charged,

Key vocabulary: stencils, colour, paint, location, safety, tags, bold, vibrant, transient. Independent, visual, public spaces.

**Crime and Punishment**

* Identifying the crimes that have always been around, ie: theft.
* Review Crime and Punishment from the Roman period.
* Review Crime and Punishment from the Anglo Saxon and Viking period.
* Review Crime and Punishment from the Tudor period.
* Review Crime and Punishment from the Victorian period.
* Review Crime and Punishment from the Modern day period.

Key vocabulary: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

Key vocabulary: endurance, strength, flexibility, agility, seconds, muscle, contraction, oxygen, energy, breathing, heart rate, fit, fitness, physical.

Impact: we will have an understanding of how Crime and Punishment has evolved over time.

**Street Art**

* Through sketching, to develop ideas and techniques for art work comprising stylised graffiti lettering.
* Through sketching, to develop ideas for improving a public space with street art.
* To express ideas through a satirical work of art designed for public spaces.
* To develop techniques for creating street art using stencils.
* To create street art using stencils.

History

Intent: We will examine Crime and Punishment from various points in time looking at the variety of crime, how it was detected and punished.

Computing

Intent: We will explore 3D modelling

D.T./Art

Intent: We will investigate graffiti and why some people believe this is vandalism.

Music

Intent: explore a range of different sounds and songs that

P.E

Intent: We will explore the meanings of being physically fit, what this looks like and how it is interpreted.

Key vocabulary: Action, sound, command, algorithm, scale, block, bug, object, event, output, repeat, properties, debug, variable, stop command, character, input.

Impact: we will know how to create more complex programs and understand that there are ways to simplify code to make their programming more efficient.

Impact: we will be able to create and perform, by heart, the song Livin on a Prayer

Impact: we will be able to create a circuit and perform it explaining how the exercise benefits us and what part of the body the exercise is targeting.

Impact: we will be able to argue if graffiti is art or vandalism,