

# Year 6: Term 1

## Crime and Punishment

<p><b>Science: LIVING THINGS, FOSSILS, EVOLUTION.</b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>Identify how some animals and plants are adapted to suit their environment in different ways and that this may lead to evolution.</li> </ul>	<p><b>Science: LIGHT</b></p> <ul style="list-style-type: none"> <li>Recognise that light travels in straight lines.</li> <li>Use the idea that light travels from light sources to objects and to our eyes.</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> </ul>
<p><i>ICT Opportunities: Digital Media and Tools</i></p> <ul style="list-style-type: none"> <li>Explore the variables in a range of simulations and relate to real life applications and situations – population models</li> </ul>	<p><i>ICT Opportunities: Digital Media and Tools</i></p> <ul style="list-style-type: none"> <li>Explore the variables in a range of simulations and relate to real life applications and situations – light and shadows</li> </ul>
<p><b>History: CRIME AND PUNISHMENT</b></p> <ul style="list-style-type: none"> <li>Place major British historical periods on timeline - Romans to today</li> <li>Create a glossary of terms associated with crime and punishment throughout the ages (eg: judge/jury etc)</li> <li>Identify common Roman crimes and how they were punished.</li> <li>Understand the influences the Romans had on justice system today.</li> <li>Know how Anglo-saxons and Vikings dealt with criminals.</li> <li>Complete a study of Robin Hood.</li> <li>Know how laws changed with the Norman invasion.</li> <li>Look at the link between crime and religion during Tudor times.</li> <li>Identify reasons for the rise of highwaymen, poachers smugglers.</li> <li>Learn about the bloody code. Investigate the link between crime and punishment in the 19th century and the transportation of criminals to Australia.. Identify how laws have changed over the last century.</li> <li>Compare crimes today with crimes in the past.</li> </ul>	
<p><i>ICT Opportunities: Digital Publishing and Presentation</i></p> <ul style="list-style-type: none"> <li>Group, align and arrange content using formatting and layout tools</li> <li>Choose media elements (transitions, animations etc ) to suite purpose</li> </ul>	
<p><b>DT: CREATE A CONTROLLABLE BOAT</b></p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of a boat which is fit for purpose.</li> <li>Generate, develop, model and communicate ideas through discussion, annotated sections and prototypes.</li> <li>Join materials using appropriate methods</li> <li>Incorporate a motor and a switch into a model.</li> <li>Control a model using an ICT control programme.</li> <li>Build frameworks using a range of materials</li> <li>Use a glue gun with close supervision.</li> <li>Evaluate against their own design criteria and consider the views of others to improve their work.</li> </ul>	<p><b>ART: CREATE ROBIN HOOD STYLE HEADWEAR.</b></p> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination and explore ideas for different purposes.</li> <li>Use fabrics to create 3D structures.</li> <li>Use different grades of threads and needles.</li> <li>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</li> <li>Adapt work according to their views and say what they think and feel about them.</li> <li></li> </ul>
<p><i>ICT Opportunities: Digital Media and Tools</i></p> <ul style="list-style-type: none"> <li>Use digital still and film cameras to record an event or process</li> <li>Use a control box to program some of the movement of the boat</li> </ul>	<p><i>ICT Opportunities: Digital Media and Tools</i></p> <ul style="list-style-type: none"> <li>Use a range of media tools to fulfil a design brief – 3D Modelling?</li> <li>Use digital still and film cameras to record an event or process</li> </ul>
<p><b>Music: FOCUS STUDY:</b> Develop an understanding of the history of music.</p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing fluency, control and expression.</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Use and understand staff and other musical notations.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and great composers and musicians.</li> </ul>	
<p><i>ICT Opportunities: Digital Media and Tools</i></p> <ul style="list-style-type: none"> <li>Edit and develop digital music using a range of tools</li> </ul>	
<p><b>P.E:</b> Gymnastics, netball and basketball. (see the P.E folder for more detail)</p>	
<p><i>ICT Opportunities: Digital Media and Tools</i></p> <ul style="list-style-type: none"> <li>Use digital still and film cameras to record an event or process</li> </ul>	
<p><b>Computing: 1st Half</b></p> <ul style="list-style-type: none"> <li>Know about different online communication tools and how and when they can be used by</li> <li>Be able to discuss issues around cyberbullying and appropriate online behaviour</li> <li>Understand some of the issues around personal data and how it might be used by others</li> <li>Know that there are consequences to misusing digital information - eg plagiarism</li> <li>Be able to explain how they would report concerns about online material of behaviours to the appropriate people</li> </ul>	<p><b>Computing: 2nd Half</b></p> <ul style="list-style-type: none"> <li>Understand how information is named, organised, moved and stored on the Internet</li> <li>Use search tools to find specific information effectively and safely</li> <li>Know how to find different types of digital media and tools</li> <li>Use a range of research tools and skills to make notes to support a point of view</li> <li>create a presentation in a different form to the information</li> <li>Understand the issues around inaccurate and biased information on the web, and be able to select and evaluate digital content accordingly</li> </ul>
<p><b>Entitlement and Enrichment</b> visit Reculver Bay; Natural History Museum.</p>	<p><b>Entitlement and Enrichment</b> The Clink museum? London Dungeons? (check age limits)</p>
<p><b>R.E - SEE AGREED SYLLABUS</b> <b>SIKHISM - Unit 5.</b></p>	<p><b>R.E - SEE AGREED SYLLABUS</b> <b>BUDDHISM - Unit 5</b></p>