



Crime and Punishment

Science:

Light

- Recognise that light appears to travel in straight lines
 - Explain that objects are seen because they give out or reflect light into our eyes
 - 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
 - Explain why shadows have the same shape as the objects that cast them
- **Begin to plan different types of scientific enquiries to answer questions.**
 - **Begin to record data and results of increasing complexity using bar graphs.**
 - **Begin to report and present findings, including conclusions.**
- **Plan different types of scientific enquiries to answer questions.**
 - **Recognise when controlling variables is necessary.**
 - **Take measurements with increasing accuracy and precision, taking repeat readings where appropriate.**
 - **Record data and results of increasing complexity using bar graphs.**
 - **Report and present findings from enquiries, including conclusions, causal relationships and explanations of degree of trust in results.**
 - **Identify scientific evidence that has been used to support or refute ideas.**

History:

Crime and Punishment

- To introduce the broad trends of crime and punishment from the Romans to the 21st century.
 - To explore crime and punishment in the Roman period.
 - To explore crime and punishment in the Anglo-Saxon and Viking period.
 - To explore crime and punishment in the medieval and Tudor periods.
 - To explore crime and punishment in the early modern period.
 - To explore crime and punishment in the Victorian period.
 - To recap the history of crime and punishment and compare it to today.
- **Understand the term 'century' and how dating by centuries works.**
 - **Make inferences based on knowledge of different societies.**
 - **Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain.**
 - **Identify the reasons for changes and continuity.**
- **Order a greater number of significant events, movements and dates on a timeline.**
 - **Use a range of sources to find out about a particular aspect of the past.**
 - **Describe how secondary sources are influenced by the beliefs, cultures and time of the author.**
 - **Describe a change throughout time.**
 - **Explain, analyse and present the reasons for changes and continuity.**

English:

Stories: Write a 5-part narrative focusing on character perspective

Text used: The Highwayman

Non-Chronological Report:

Text used: Holes

Rainbow Grammar:

Passive voice, relative clause, subordinate clause, cohesion, subjunctive, hyphen, determiners, irregular verb forms

Visits, visitors or key events:

- Visit to the National Justice Galleries: Friday 5th December

Key questions for this area of learning:

- How has crime altered over time?
- How have punishments developed over time?
- Are current policing methods adequate for today's society?

Art and Design:

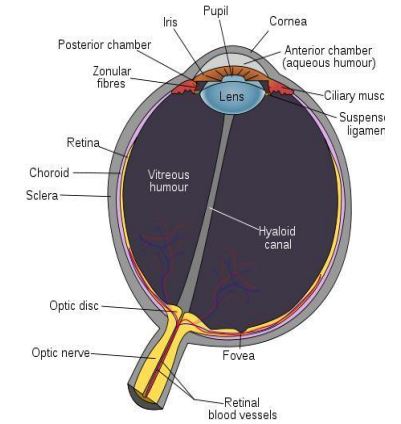
Sculpture: Human Figure/Slab Pots

- Secure knowledge of the proportions of the human figure.
- Develop the structure for a wire figure or animal as a base for plaster bandage/foil/paper mache.
- Devise a small 3D structure (maquette) with mixed media using sketchbook plans and photographs to develop ideas.
- Produce designs for a slab pot using tiles to make a simple cuboid vessel.
- Ensure careful joining and finishing.
- Use embellishment and relief, surface texture, found objects, patterns to enhance a surface.

Computing:

Communication and Collaboration

- To explain the importance of internet addresses.
- To recognise how data is transferred across the internet.
- To explain how sharing information online can help people to work together.
- To evaluate different ways of working together online.
- To recognise how we communicate using technology.
- To evaluate different methods of online communication.



Key Vocabulary:

punishment
crime
law
judge
jury
trial
confess
defendant
verdict
victim
witness
civil law
criminal law

Music:

Say it with Sound

- Conduct metres of three and four.
- Develop accompaniments and melodies on classroom instruments.
- Recognise semibreves and previously introduced notations.
- Explore syncopation through listening, rapping and playing.
- Develop complex rhythmic accompaniments with body percussion and untuned percussion.
- Sing in two- and three-part harmonies.

Religious Education:

Is Christmas only for Christians?

- To explore ideas and themes from the Nativity story and a secular Christmas.
- To explore ideas and themes from the Christmas story.
- To look for shared themes in stories developed from the gospels.
- To express what Christmas today means to me.

PE:

Dodgeball
Gymnastics

RSHE:

Digital Wellbeing & Online Safety

- To understand how words affect self-identity and how to use language positively.
- To identify bullying behaviours online and learn how to respond safely.
- To learn how online actions shape reputation and identity.
- To assess the pros and cons of digital tools for mental health and wellbeing.
- To distinguish between reliable health information and biased sources.
- To understand online laws, recognise inappropriate contact, and know how to report concerns.