



# Helvellyn Class

## Summer Term 5

### Curriculum Information

#### 2023/24

# Crime and Punishment



## Maths

In term 5 we will be focusing on: shape, position and direction, converting measurements

### **Shape**

This unit will include: classifying and measuring angles with a protractor, finding missing angles in triangles and quadrilaterals, identifying parts of a circle and understanding nets of 3d shapes

### **Position and Direction**

This unit will include: plotting co-ordinates in 1 and 4-quadrant grids, translation of shapes, reflection

### **Converting Measurements**

This unit will include: converting and calculating with metric units, imperial units and miles and kilometres

Children will also complete Flashback 4s - 4 questions that review current and past learning to help them retrieve and remember all aspects of maths covered across the term and from previous years!

Year 6s will also be completing SATs this term so at the beginning of each lesson we will run a revision section for identified areas of practice. This may include: long division, finding percentages of amounts, adding and subtracting fractions including mixed numbers, multiplying fractions, dividing fractions

Children will have an opportunity to practice gaps they have based on class work and practice SATs papers.

## English

### **Fiction**

*The Orton Dobby - Legends from the Westmorland Dales* - We will look at a local legend from the 1840s that links to our theme of crime and punishment as it features highwaymen and some of the first police forces. We will then write our own tale based on a local area, featuring a highwayman!

### **Non-Fiction**

*Non-Chronological Reports* - We will be completing English work through other subjects. In RE we will learn about the 5 Pillars of Faith and complete a report on this understanding the layout features and explanatory, formal language used in these types of reports.

### **Poetry**

*CGP Diversity and Inclusion Poetry Competition*

Following on from our work with the Wordsworth Trust, we will be writing our own poems on the theme of diversity and inclusion to be entered into a competition. Children will be able to explore different types of poetry and

### **Grammar and Punctuation**

To aid the Year 6s in their SATs, we will be using this term to revise Year 5 and 6 grammar such as: subject and object agreement, antonyms and synonyms, passive and active voice, hyphens, dashes and brackets.

### **Spelling**

Children will continue to have spelling sessions three times a week with a spelling test on Fridays.



## Science

Our science topic for Term 5 is: **Living Things and their Habitats - Classifying Plants and Animals**

We will learn how to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.

We will learn about Carl Linnaeus and how he developed a system for classification we still use today.

We will explore our local environment to find different animals and plants to classify and make our own branching diagrams. We will discover the names of different species that we can find in our own gardens and school field.

We will create our own branching diagrams and give reasons for how we classify plants and animals based on their specific characteristics.

## RE

Our RE topic for Term 5 is: **Islam - What is the best way for a Muslim to show commitment to Allah?**

In this topic, we will explore how the 5 Pillars of Faith guide a Muslim's daily life and that each pillar is a way of showing their commitment to Allah. We will dive into each pillar individually: Shahadah, Salat, Zakat, Sawm and Hajj. We will think about what commitment means to us individually and how this compares to Muslims and how they demonstrate a commitment to their faith. We will also begin to explore Humanism and look at a Humanist's views on commitment in religion.



## Design Technology

In Term 5 we will be exploring, designing and making **bridges**.

We will look at different types of bridges, including: arch, beam and truss bridges. We will then use different building materials to create our own truss bridges. We will form a truss bridge out of spaghetti and create a design. We will then use wood to make a truss bridge and will be sawing, sanding and joining using the tools in our new DT trolley.

Finally, we will evaluate our bridge and think about how we might improve it next time.

## French

In Term 5 we will be learning about: **Jobs**

We will learn vocabulary for a range of different jobs and workplaces and be able to use these in a sentence.

We will be practising writing phrases from memory and being able to use the present and future tenses to explain what we want to be when we are a grown up! We will also read and learn a French story about a firefighter.

## History

Term 5 will be a history focus. We will be completing a thematic study of **crime and punishment** throughout British history.

By completing a thematic study, children will be able to order different historical periods on a timeline and understand change and continuity through periods. It will also give children the opportunity to revisit periods they have studied before during their time at school as well as delve into periods they may have their own interests in!

We will start our journey in the medieval period and look at community justice and the types of crimes that could get someone executed, like stealing a piece of bread!

We move onto the Early Modern Period and look at crimes that stayed the same and new crimes for the period like poaching, smuggling and highway robbery. We will focus on highwaymen and look at the romanticised versions of them and whether these are accurate portrayals or not. We will look at why punishments were so bloody and used as entertainment in the 18th and 19th centuries and how this then changed due to the philanthropic work of people like Charles Dickens in the Victorian period. We will conclude by looking at how we deal with crime and punishment today and has it improved over the last 100 years?

## PE

In PE in Term 5 we will be doing: **Net and Wall Games** and **Invasion Games**

With our sports coach, Lucy Potter, Helvellyn will be doing Tag Rugby. Learning the skills, moves and rules as well as beginning to think tactically about how to score tries and defend.

In net and wall games, we will be looking at alternative games such as seated volleyball, rebound and in the zone. These games will look at accurate passing or aiming of a ball to hit a target either against a wall or using a net as an obstacle.

## Music

We follow the Charanga music scheme. In Term 5 we will do: **Creative Compositions**

We will look at how using chords in compositions, creates music that is more harmonically interesting. We will use a key signature to create our own melody lines and rhythmic phrases to complement songs such as Disco Fever and La Bamba. We will develop our singing and glockenspiel skills and begin to develop our ability at playing 2 or more notes without looking at the instrument.

## PSHE

In Term 5 we will be taking part in a local initiative called **Bright Stars**, alongside Blencathra Class.

Bright Stars is a community youth enterprise project that teams up the school with a local micro/small business. We will create a project together that will benefit the local community and run a small business enterprise.

As we do this, our business leader will teach us all about the important aspects of business from income and profit to advertising to understanding a target audience. We can't wait to show you our business plans!

## Computing

In computing in Term 5 we will be completing:

### **Programming with Variables (Scratch)**

We will explore the concept of variables in programming and use variables to create a simulation of a scoreboard.

### **Online Safety: Self Image and Identify**

We will identify and evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. We will also develop the importance of asking until I get the help needed.