**Mathematical Development**

**General:** Year 5 & 6will follow the individual year-appropriate long term plans for mathematics. During the Autumn term, there will be a specific focus on number and place value and the four operations.

**Topic:** Where appropriate, links will be used in Mathematics to enhance learning.

**Communication, language and literacy**

Writing

* Interviews & Police Crime Report
* Narrative – The incident from different perspectives of the crowd (Phillipe, police officer, crowd member, parents of tightrope walker).
* Newspaper?
* Persuasive Arguments – Link to Banksy Graffiti in Art
* Banksy Biography/Phillipe Petite Biography

Reading

* The Man who Walked between the Towers
* The Walk – Phillipe Petit
* Y5: The Boy in the Tower (Whole Class Reader)
* Y6: Running on Empty (Whole Class Reader)

**Scientific Development**

Evolution & Inheritance: Children will recognise how living things have changed over time and will build upon their learning from Year 3/4 about Fossils providing information. They will look into the similarities and differences in offspring with a focus on humans and their dominant and recessive genes. They will look into evolution through identifying how plans and animals adapt.

We will use the text: On the Origin of Species to begin our focus on Charles Darwin. Chn will use their learning from English to write a Biography.

EI1, EI2, EI3, EI4, EI5, EI6, WS6, WS8, WS10

**Creative Development**

**DT:** Design a new gadget for the Police Force – Success criteria to be given by our Police Visitor. Children will look at and research the tools and technology used by the Police already and then identify a new one to design. D1, D2, D3, D4, D5, D7, D9, D11, D12, M3, M4.

**Art:** Banksy Graffiti Art – Children will choose one iconic Banksy art work and they will re-create this in different mediums (pencil sketching, charcoal, oil, water colour). Evaluate, compare and contrast the different techniques.

*Nelson Mandela* Art Mosaic

P2, P3, D1, D2, D3, D4, EDI1, EDI2, EDI3, EDI5, WA1, WA2, WA3.

**Computing (Purple Mash)**

Y5: Coding & Online Safety

Y6: Coding, Spreadsheets & Presenting

**Personal, social and emotional development**

* Discussions around influential people (Nelson Mandela, Martin Luther King, Rosa Parks, Emmaline Pankhurst) and the morality of their punishments for what was seen as crime.
* Equality Act 2010 – look at similarities and differences between people that can cause inequality.
* British Values links – our democratic society is very different to previous time periods.
* Rights, Responsibilities and law – discuss why and how rules and laws that protect them and others are made and enforced R13, R14, R16, L1, L2, L3, L4

**Autumn Term 2020**

Crime & Punishment Through the Ages

**Experiences:**

* Oxford Prison & Castle/London Dungeons
* Court Room Visit/Simulation in the classroom.
* PSO officer in to talk/Washington’s parents to talk about crime, punishment and tools/gadgets they use – will inform chn of a SC for their DT project.
* Abbie (Alison’s daughter) to visit to discuss forensic investigations for modern day crimes.

**Knowledge and understanding of the world**

History: Children will study the similarities and differences in crimes and punishments across a few key points of history. They will start with one Ancient Civilization (Y5: Egyptians, Y6: Greeks) and then progress chronologically through the Romans, Tudors, Victorians and Modern day. They will research and discuss influential people during these periods

CU1, CU2, KU1, KU3, POC1, POC2, POC3, H1.

Geography: Geography Objectives will be covered during the next two topics (Anglo Saxons & Vikings & Extreme Earth)

RE: Children will look at how religion influenced the laws and punishments of previous periods.

They will also study one World religion: Y6: Judaism.

Y5: Sikhism VC1, VC2, VC3, PWL1, PWL4, E1, E2, E3