

Summer 1 - Holes

Holes	Week 1 29.04.19 Adventure/mystery story.	Week 2 6.5.19 Adventure/Mystery story	Week 3 13.05.19 Adventure/mystery story	Week 4 20.04.19 Adventure/mystery story – Yr 6 Poetry – Yr 5
<p>History – Crime and Punishment Key vocabulary: Crime, punishment, judge, jury, court, trial, law, police, rebel, theft, exile, arson, libel, execution, pillory, crucifixion, guilty, innocent, victim, witness, Roman, Emperor, Twelve Tables, legionaries, slave, noble, legacy, Anglo-Saxon, tithing, hue and cry, trial by ordeal, wergild, oath-keeper, Tudor, torture, vagrancy, treason, vagrant, brank, Scold’s bridle, stocks, ducking stool, rack, drunkard’s cloak, pillory, branding, execution. Source, Georgian, highwayman, Dick Turpin, pistol, hero, villain, accurate, Victorian, police, Sir Robert Peel, Peelers, prison, hard labour, treadwheel, shot drill, picking oakum, the crank, silence, isolation, separation, Prevention,</p>	<p>Introduction to crime and punishment – KWL grids to begin.</p> <p>Look at the timeline together – this will be our title page.</p> <p>LO – To understand Roman punishment systems.</p> <p>Using the PPT, introduce crime and punishment in Roman times. Look at the crimes and punishments – short debate – what are the pros and cons of the Roman justice system? LA – Write sentences beneath each crime and punishment to say why this was a good/bad idea. MA/HA - Write a letter to a friend (as on PPT) giving pros and cons of the justice system.</p>	<p>L.O. - To demonstrate an understanding of primary and secondary sources when researching.</p> <p>Look at the slides – have these printed as a sorting activity. Children to discuss the meaning of primary and secondary sources. Which is most accurate? Why? Children to sort into a Carroll diagram showing primary and secondary resources. Using these resources, we want to be able to come up with some statements about Roman law and punishment. Was it a fair system? Why? Who was it unfair for? Who benefitted?</p> <p>LA – Using a picture of a rich man, rich woman, poor man, poor woman, show their thoughts about the law in thought bubbles. MA/HA – Write an explanation of how the law affected each character next to their picture.</p> <p>Plenary: http://www.bbc.co.uk/history/interactive/games/death_rome/index.shtml</p>	<p>L.O. – To research and create a Roman curse tablet.</p> <p>Using iPads, research Roman curse tablets: https://wiki.kidzsearch.com/wiki/Curse_tablet</p> <p>Create own on leaves/clay/other items.</p>	<p>L.O. – To investigate the Anglo Saxon crime and punishment system: Wergild.</p> <p>Introduce the time period using: https://www.bbc.com/bitesize/articles/zqrc9j6</p> <p>Use the ppt to discuss the weregild system. Children may remember this from their Anglo-Saxon work in Term 1. Quiz.</p> <p>Role play – using the role play scenarios.</p> <p>Following the role play, children to pick one of the scenarios to write a balanced argument about in their book.</p> <p>(Notes for next half term: Tudor Victorian - http://vcp.e2bn.org/case_studies/casestudy11254-john-walker--convicted-for-stealing-onions.html Modern)</p>

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<p>detection, fingerprints, DNA testing, Neighbourhood Watch, CCTV.</p>				
<p>Science Sc6/4.1 Light Sc6/4.1a recognise that light appears to travel in straight lines Sc6/4.1b use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Sc6/4.1c 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 Sc6/4.1d use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>L.O To understand the anatomy of the eye and 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.</p> <p>NEW TOPIC: LIGHT Learn the anatomy of the eye and how the eye takes information in from light sources and from objects which reflect light.</p> <p>Task: to label eye anatomy and draw lines (with a ruler) to stick in a variety of objects and light sources and show the path of light from source to sight.</p>	<p>Investigation predicting and recording shadows of objects. Children given a fixed light source and object (carousel activity) To predict using chalk outlines. Then to turn light on and record. Were they correct? If not why not?</p> <p>Big question: How do sun dials work?</p>	<p>Problem solve: Reflection. I want to see round corners. Can you design a periscope to help with that ?</p>	<p>L.O To understand the anatomy of the eye and 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</p>
<p>Art/DT</p>	<p>Final paint layer to use colour creation, different brushes and strokes.</p>	<p>PRINTING Look into William Morris. PPT in art folder.</p>	<p>Children to evaluate slides and mimic leaf motifs.</p>	

<p>RE</p> <p>Up</p> <p>https://www.youtube.com/watch?v=YIGg4nt01G8</p>	<p>Big Q – What difference does the resurrection make to Christians? <i>Following up on Funerals lessons...looking at How Christians are comforted by the resurrection.</i> Making connections: Using the intro to ‘UP’ Explore ways that Evie lives on. This shows the pupils that although Ellie was no longer around, she had built something lasting that remained after her death. Explore how Carl may feel as a Christian/NonChristian</p> <p>. Ask pupils to consider the difference between a general hope that there is some kind of life after we die, and the Christian teaching that there definitely is a heaven, with no death, mourning, crying or pain (Revelation 21:4). Ask them to evaluate whether or not, and how, these different views would make a difference to how a person would live.</p> <p>Task 1: Speech bubbles LA: Sentence starters given. MA: Speech bubbles HA: Paragraphs comparative. Class task: Explain that Evie had left Carl a scrapbook</p>	<p>Q- What and where is the Kingdom of God? Ask the pupils in threes to put the ‘Lord’s Prayer’ into simple language that children in Year 1 could understand, and then make an illustrated book of the prayer (one page per line? 8–10 pages?). What did they put for the sentence: ‘Your Kingdom come, your will be done, on earth as it is in Heaven’? This part of the prayer asks that earth will become more like Heaven. For Christians, Heaven is a place full of love, with no tears: people do what God wants. Earth is not presently like this, of course.</p> <p>Ask pupils to list ten things found on Earth which would not be found in Heaven. Make links to ideas about the Fall and sin from the Bible’s ‘big story’</p> <p>Does the kingdom of god have more than one meaning?</p>	<p>Q_ How effective are Jesus’ Stories 9in explaining how to forgive?</p> <p>The Parable of the Unforgiving Servant (Matthew 18:21–35). Read the opening verses (21-22) and then ask pupils in pairs to draft a very quick story that illustrates Jesus’ point. What kind of story do they expect Jesus to tell? Then tell or read the story. Discuss how effective Jesus’ story is. What message would his followers have taken from this story?</p> <ul style="list-style-type: none"> • Different interpretations. The plain meaning of the story is that if you have been forgiven, then you should forgive others, but does this parable mean Christians should always forgive? Not all Christians see this parable in exactly the same way. Ask the pupils to present ideas and arguments to say: how likely is it that Jesus’ story means: <ul style="list-style-type: none"> • that God is loving and forgives all wrongs, if people turn from evil and trust him? • that because people have been forgiven so generously by God, they should be generous in forgiving others? • that Christian parents should forgive their children if they are mean, cheating, lying or unkind? • that Christians should never fight back if they are attacked, but forgive instead? • that a criminal who says sorry can become a church minister? • that everyone will end up in heaven, because God will forgive all wrongs? • that there is a price to pay for being unforgiving? • One specific way to explore this is to ask pupils to rate different items as ‘easy or hard to forgive’ on a scale of 1 to 10, and consider if Jesus would forgive all these things (see Resource Sheet 4). 	<p>Key question: if Jesus is a king, what kind of king is he? Resource Sheet 2 then 1 Mixed ability groups: LA Answer sheets. HA To use sheets 2 and 3 as guidance and then write comparative statements.</p>
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	<p>that he could collect memories in. What would the disciples have put in a scrapbook to remember Jesus? Explain that Gospels is that collection! Have children write post-its (LA to draw pictures) of all the 'most memorable' moments of their time together.</p> <p>using evidence and examples and referring to John 11:25–26. Ask them to weigh up arguments for and against the statement that 'believing in life after death is a benefit to individuals and to society', Short presentations</p>			
<p>PSHE</p>	<p>Sex Ed and personal hygiene</p>			
<p>ICT</p>	<p>Teacher input : https://www.bbc.com/bitesize/articles/z3whpv4 Coding Hour of Code – Minecraft.</p>	<p>Coding with algorithms, loops, conditionals, and events and then move on to functions. https://studio.code.org/s/coursee-2018 My Robotic Friends Focus: Coding</p>	<p>Coding with algorithms, loops, conditionals, and events and then move on to functions. https://studio.code.org/s/coursee-2018 Focus: Debugging with Scrat</p>	<p>Coding with algorithms, loops, conditionals, and events and then move on to functions. https://studio.code.org/s/coursee-2018 Focus: Creating Art with Code</p>
<p>PE/Games</p>	<p>As given (guessing athletics) outdoor</p>			<p>Indoor as given.</p>

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Music	Percussion and Glocks – tuned and untuned instruments. Timing – continuation of notation and composition.
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