

Engage: In role as the police, set up the classroom as a crime scene and produce artefacts and evidence e.g. fingerprints.
Express: Class trial

Literacy

Clue Writing: Use clever descriptive language, including puns and homophones, to write clues for a crime that has been committed.

Crime report – Write our own Agatha Christie-style police report from the scene of a nasty crime

Balanced Argument: Is graffiti art or vandalism?

Persuasive Argument: Argument based on capital punishment.

Informal Letter: Our Holes hero writes home to his mother from his juvenile detention centre

Class Texts: *Holes*, *Goodnight Mr Tom*, *Great Expectations* (Graphic Novel)

Personal, Social and Emotional Development

PSCHE: Going for Goals

- Taking responsibility – suggesting ways in which those who had/have committed a crime should take responsibility for their actions. Children to produce 'Taking Responsibility' cards
- Identifying ways in which the police can be resilient as they are 'investigating' a crime
- Setting goals for the investigation and reaching a result

R.E.: What is faith and what difference does it make?

- Create a definition of faith
- Share class examples of ways people might demonstrate their faith
- Discuss the impact of faith on moral choices
- Debate the role of faith in the rehabilitation of criminals

SPRING TERM 1 2018

Activities

William Morris Time Travellers - Crime and Punishment Year 6

Understanding of the World

HISTORY: Historical theme: Crime and Punishment

- Timeline of crime over the years (different periods in history)
- Learn about Roman law and practices, Anglo-Saxon law and practices, Tudor law and practices, Victorian law and practices and modern law and practices.
- Follow the crimes of well-known villains from the past e.g. Sweeney Todd
- Origins of Alcatraz – meaning behind the name.
- Daily routine of an Alcatraz inmate – compare to a modern timetable for a prisoner
- Decide punishment for crimes using given information sheets and evidence
- Mock trial/s
- Researching and debate crime and punishment in other countries and how this compares to the UK

SCIENCE: Animals including humans

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- draw a labelled diagram to represent this
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

COMPUTING: Digital Literacy

- Using the internet for research: collecting evidence for the ongoing investigation
- Researching famous villains and creating fact files

Languages

Greet each other in French and exchange pleasantries
Begin to use 'I think' in French to express my opinion
Learn the vocabulary for agree / disagree and begin to speak it in context

Physical Development Mental Health

Invasion Games:

Learn the rules of Netball
Develop passing and shooting techniques
Play netball matches in teams

Spotlight on Sport focus
Weekly PT sessions
Attending spotlight on sport themed workshops

Mathematics

Solve a problem each week by unpicking the skills and knowledge required and developing these through the week

Problems to be linked to –

Fractions, percentages and decimals and ratio
Algebra including linear number sequences and simple Formulae

Use ratios to show the relative sizes of two quantities
Shape and space – problems such as translations of 2D shapes on a grid
Area and perimeters of 2D shapes
Calculating the volume of cubes and cuboids

Expressive Art and Design

Art and Design: Print-making

- E-Fit art – children to use parts of their face to create e-fits using other people's face parts
- Photo fit descriptions – taking on the role of police sketch artists to produce a replica of given description.
- Fingerprint analysis – lifting fingerprints using chalk dust, fine brush, sellotape and black card
- Create printed patterns
- Discuss and evaluate the graffiti artwork of Banksy

Music:

Listen to and compare music from the different historical periods covered
Compose pieces of music to suit different historical events