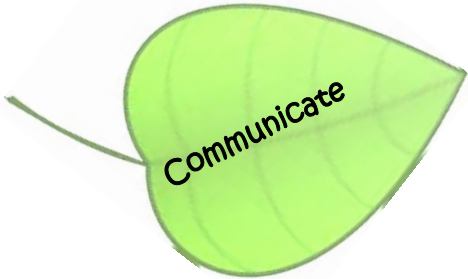


Crime and Punishment

As writers and readings we will learn:	As mathematicians we will learn:	As scientists we will learn:	As athletes we will learn:	
<p>READING:</p> <ul style="list-style-type: none"> ⇒ To prepare poems to read aloud and perform. ⇒ To learn a wider range of poetry by heart. ⇒ To ask questions to improve understanding. ⇒ To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea. ⇒ To retrieve and record information. ⇒ To distinguish between statements of fact and opinion. <p>WRITING:</p> <ul style="list-style-type: none"> ⇒ To create vivid images by using alliteration, similes, metaphors and personification. ⇒ To interweave descriptions of characters, settings and atmosphere with dialogue. ⇒ To choose the appropriate form of writing using the main features identified in reading. ⇒ To guide the reader by using a range of organisational devices, including a range of connectives. ⇒ To ensure the correct use of tenses throughout a piece of writing. ⇒ To write sentences that include: relative clauses, brackets, colons and semi colons. ⇒ To spell correctly. 	<p>To use know and use numbers:</p> <ul style="list-style-type: none"> ⇒ Read, write, order and compare numbers to at least 1000000. ⇒ Count forwards and backwards in steps of powers of 10 for any given number up to 1000000. ⇒ Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers. ⇒ Round any number up to 1000000 to nearest 10, 100, 1000, 10000 and 100000. ⇒ Solve problems and practical problems. ⇒ Read Roman Numerals to 1000 ⇒ Add and subtract numbers mentally with increasingly large numbers. ⇒ Add and subtract whole numbers with more than 4 digits, including using formal written methods. ⇒ Use rounding to check answers and calculations. ⇒ Solve addition and subtraction multi-step problems in contexts. 	<p>Discrete Teaching</p> <p>To work scientifically:</p> <ul style="list-style-type: none"> ⇒ Plan different scientific enquiry to answer questions. ⇒ Research using secondary data. ⇒ Identify scientific evidence that has been used to support or refute ideas or arguments. <p>To understand forces, magnets and movement:</p> <ul style="list-style-type: none"> ⇒ Describe the movement of the earth and other planets, relative to the sun in the solar system. ⇒ Describe the movement of the moon relative to the earth. ⇒ Describe the sun, earth and moon as approximately spherical bodies. ⇒ Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky. <div style="text-align: center;">  </div>	<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle:</p> <ul style="list-style-type: none"> ⇒ Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). ⇒ Work alone, or with team mates in order to gain points or possession. ⇒ Use forehand and backhand when playing racket games. ⇒ Choose the most appropriate tactics for a game. ⇒ Uphold the spirit of fair play and respect in all competitive situations. <p>Develop our cognitive skills:</p> <ul style="list-style-type: none"> ⇒ Ball skills, handling and control—games and co-ordination. ⇒ Build our reaction and response times during a game situation. 	
As computing technicians we will learn:	As historians we will learn:	As citizens we will learn:	As artists and designers we will learn:	As linguists, we will learn:
<p>To communicate</p> <ul style="list-style-type: none"> ⇒ Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. ⇒ Upload sounds from a file and edit them. Add effects such as fade in and fade out and control their implementation. ⇒ Use <i>IF THEN ELSE</i> to control events or objects. ⇒ Choose the most suitable applications and devices for the purpose of communication. 	<p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> ⇒ Use evidence to deduce about the past. ⇒ Select suitable sources of evidence, giving reasons for choices. ⇒ Use sources of information to form testable hypotheses about the past. <p>To build an overview of world history:</p> <ul style="list-style-type: none"> ⇒ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>To understand chronology:</p> <ul style="list-style-type: none"> ⇒ Use dates and terms accurately describing events, 	<p>Global Environment Issues</p> <ul style="list-style-type: none"> ⇒ To make pupils aware of ecological problems and their own responsibility towards the environment ⇒ To raise awareness of local, national and global organisations concerned with social and environmental issues <p>To improve</p> <ul style="list-style-type: none"> ⇒ Identify areas for improvement. ⇒ Seek the opinions of others. ⇒ Show effort and commitment in refining and adjusting work. <p>To understand beliefs and teachings: How should we live our lives?</p> <ul style="list-style-type: none"> ⇒ Explain how some teachings and beliefs are shared between religions. ⇒ Explain how religious beliefs shape the lives of individuals and communities. 	<p>To master practical skills:</p> <ul style="list-style-type: none"> ⇒ Sketch before painting to combine line and colour. ⇒ Create colour palettes based upon colours in the environment. ⇒ Choose a type of paint for their qualities and fit for purpose. ⇒ Combine colours, tones and hints of colour to enhance the mood of a piece. ⇒ Use brush techniques to add texture. <p>To take inspiration from the greats—Quentin Blake (illustrator) and Banksy (street artist).</p> <ul style="list-style-type: none"> ⇒ Replicate some of the techniques used by notable artists, artisans and designers. ⇒ Create original pieces that are influenced by studies of others. 	<p>To understand a range of familiar spoken phrases:</p> <ul style="list-style-type: none"> ⇒ Basic greetings ⇒ Numbers ⇒ Days of the week ⇒ Months of the year <p>Our topic:</p> <ul style="list-style-type: none"> ⇒ My Family