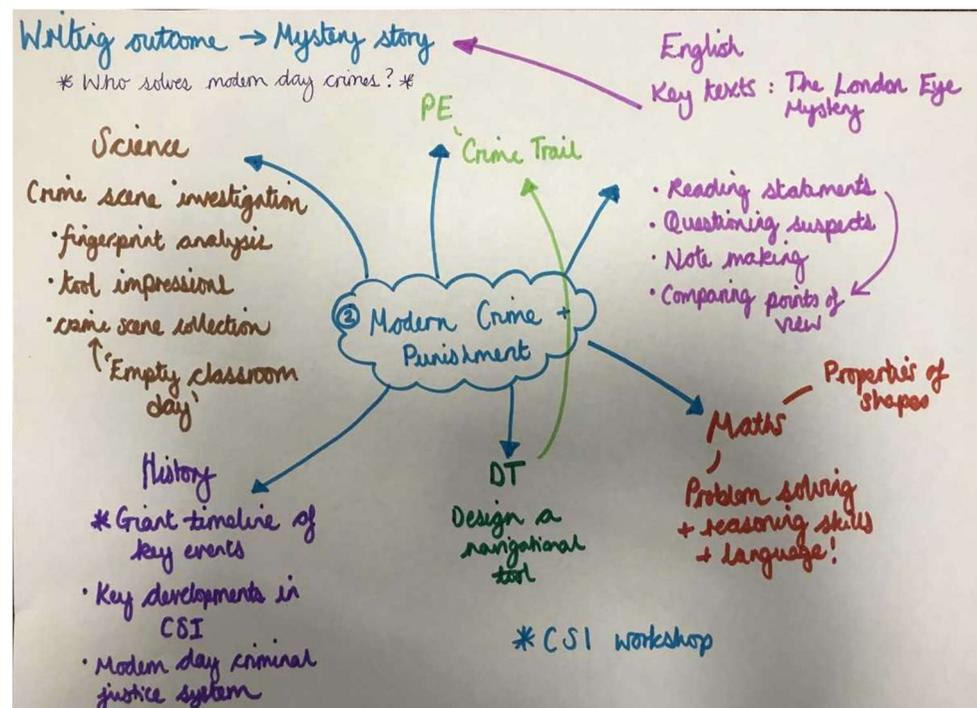
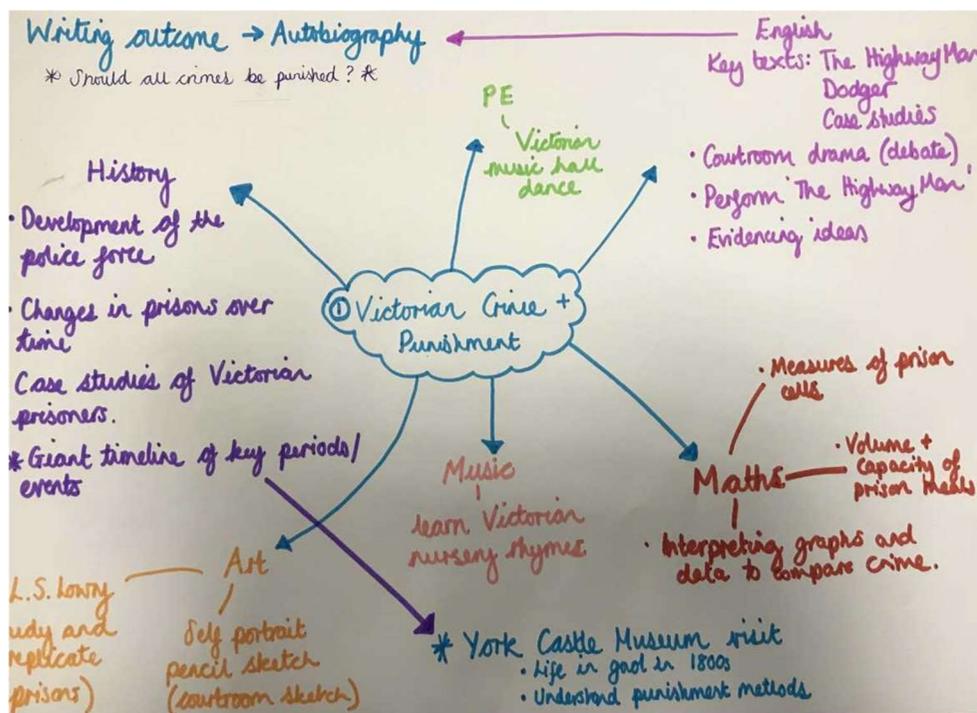


# Topic planning

Year 5, Spring term  
Crime & Punishment

## Topic overview:



Subject	Objectives (if a subject is within your curriculum but an objective won't fit, put (D) in brackets)	Discrete?	
Reading	<p><i>Maintaining a positive attitude</i></p> <ul style="list-style-type: none"> <li>▪ I discuss and explain how and why different books have different structures.</li> <li>▪ I can explain why I enjoyed a book or poem and who might also enjoy it.</li> <li>▪ I evaluate the usefulness of a non-fiction book to research questions raised.</li> <li>▪ I understand that a writer moves events forward through a balance of dialogue, action and description.</li> <li>▪ I record effective words and language from reading to use in my own writing.</li> </ul> <p><i>Comprehension</i></p> <ul style="list-style-type: none"> <li>▪ I use meaning-seeking strategies to explore the meaning of words in context.</li> <li>▪ I understand that inferences can be drawn from different parts of the text.</li> <li>▪ I justify inferences with evidence from the text.</li> <li>▪ I make predictions from evidence found and implied.</li> <li>▪ I summarise the main ideas drawn from a text.</li> </ul>	<p><i>Justifications for views</i></p> <ul style="list-style-type: none"> <li>▪ I build on others' ideas and opinions about a text in discussion.</li> <li>▪ I question others' ideas about a text.</li> <li>▪ I compare different versions of texts.</li> <li>▪ I explain the similarities and differences between different versions of texts.</li> <li>▪ I explain how books written in different contexts can have similar themes.</li> </ul> <p><i>Retrieving information from the text</i></p> <ul style="list-style-type: none"> <li>▪ I use skimming and scanning to find the information I need.</li> <li>▪ I make notes on the information I need.</li> <li>▪ I organise my notes and present information.</li> <li>▪ I summarise key information from different parts of the text.</li> <li>▪ I present an oral overview or summary of a text.</li> <li>▪ I understand that a narrative can be told from different points of view – narrator, character.</li> <li>▪ I identify the point of view in a narrative.</li> <li>▪ I understand that the writer may have a viewpoint.</li> </ul>	
Writing (GPS)	<p><i>Composition</i></p> <ul style="list-style-type: none"> <li>▪ I link ideas within paragraphs. (<i>connecting adverbs and adverbials for time (when); place (where); how (as/with)</i>)</li> <li>▪ I develop characters through action, description and dialogue. (<i>Correct and effective use of speech, "Well done, you can use speech marks correctly!" exclaimed the teacher proudly. Description of action through well-chosen adjectives, verbs and adverbs</i>).</li> <li>▪ I add well-chosen detail to interest the reader. (<i>Expanded noun phrases-'the small playground with the horizontal climbing wall...; the north coast beaches with the best surf...; a tiny kitten with its eyes barely open...'</i>).</li> </ul> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>▪ I use stylistic devices to create effects in writing. (<i>simile, metaphor, personification</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ I use modal verbs or adverbs to indicate degrees of possibility. (<i>There might be.... It could be....we may be...sometimes....possibly....occasionally...</i>)</li> <li>▪ I use relative clauses beginning with who, which, where, when, whose, that or with an implied. (<i>i.e. omitted</i>) <i>relative pronoun (Drop-in Sentence)</i></li> <li>▪ I suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> </ul> <p><i>Punctuation</i></p> <ul style="list-style-type: none"> <li>▪ I use colons to introduce a list.</li> <li>▪ I use inverted commas and other punctuation to accurately indicate direct speech.</li> </ul>	
Sp&L	<ul style="list-style-type: none"> <li>• I engage the listener by varying my expression and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• I use Standard English in formal situations.</li> </ul>	

	<ul style="list-style-type: none"> <li>• I adapt my spoken language depending on the audience, the purpose or the context.</li> <li>• I develop my ideas and opinions, providing relevant detail.</li> <li>• I express my point of view.</li> <li>• I show that I understand the main points, including implied meanings in a discussion.</li> <li>• I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to use hypothetical language to consider more than one possible outcome or solution.</li> <li>• I perform my own compositions, using appropriate intonation and volume so that meaning is clear.</li> <li>• I perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.</li> <li>• I begin to select the appropriate register according to the context.</li> </ul>	
Maths	<p><i>Number and place value*</i></p> <ul style="list-style-type: none"> <li>▪ I interpret negative numbers in context, count forwards and backwards with positive and negative numbers, including through zero.</li> <li>▪ I read Roman numerals to 1000 and recognise years written in Roman numerals.</li> </ul> <p><i>Addition and subtraction*</i></p> <ul style="list-style-type: none"> <li>▪ I use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> </ul> <p><i>Multiplication and division*</i></p> <ul style="list-style-type: none"> <li>▪ I divide numbers up to 4-digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.</li> <li>▪ I multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</li> <li>▪ I solve problems involving multiplication and division using knowledge of factors and multiples, squares and cubes.</li> <li>▪ I solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding of the equals sign</li> </ul>	<p><i>Fractions*</i></p> <ul style="list-style-type: none"> <li>▪ I recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements.</li> </ul> <p><i>Measures</i></p> <ul style="list-style-type: none"> <li>▪ I estimate volume (e.g. using 1 cm<sup>3</sup> blocks to build cuboids, including cubes) and capacity (e.g. using water).</li> <li>▪ I convert between different units of metric measure (e.g. km/m; cm/m; cm/mm; g/kg; l/ml).</li> </ul> <p><i>Geometry</i></p> <ul style="list-style-type: none"> <li>▪ I identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed.</li> <li>▪ I distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> <li>▪ I identify 3D shapes, including cubes and other cuboids, from 2D representations.</li> <li>▪ I use the properties of rectangles to deduce related facts and find missing lengths and angles.</li> </ul> <p><i>Statistics</i></p> <ul style="list-style-type: none"> <li>▪ I solve comparison, addition and difference problems using information presented in a line graph.</li> </ul>	*Discrete
Science	<p><i>Working scientifically</i></p> <ul style="list-style-type: none"> <li>• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> </ul>	<p><i>Properties and changes of materials</i></p> <ul style="list-style-type: none"> <li>• I describe how a material dissolves to form a solution; explaining the process of dissolving.</li> <li>• I describe and show how to recover a substance from a solution.</li> <li>• I describe how some materials can be separated.</li> <li>• I demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating).</li> </ul>	

	<ul style="list-style-type: none"> <li>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>Using test results to make predictions to set up further comparative and fair tests</li> <li>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<ul style="list-style-type: none"> <li>I know and can demonstrate that some changes are reversible and some are not.</li> <li>I explain how some changes result in the formation of a new material and that this is usually irreversible.</li> <li>I discuss reversible and irreversible changes.</li> </ul>	
History	<ul style="list-style-type: none"> <li>I describe events from the past using dates when things happened.</li> <li>I explain how an event or events from the past has shaped our life today.</li> <li>I draw a timeline with different historical periods showing key historical events or lives of significant people</li> </ul>	<ul style="list-style-type: none"> <li>I describe how crime and punishment has changed over a period of time.</li> <li>I summarise how Britain has had a major influence on the world.</li> <li>I explain how the lives of wealthy people were different from the lives of poorer people.</li> </ul>	
Geography	<i>N/A in Spring</i>		
Art	<ul style="list-style-type: none"> <li>I successfully use shading to create mood and feeling.</li> </ul>	<ul style="list-style-type: none"> <li>I use shading to create mood and feeling.</li> <li>I express emotion in my art.</li> </ul>	
DT	<ul style="list-style-type: none"> <li>I suggest alternative plans; outlining the positive features and draw backs.</li> </ul>	<ul style="list-style-type: none"> <li>I explain how a product will appeal to a specific audience.</li> </ul>	
Music	<ul style="list-style-type: none"> <li>I breathe in the correct place when singing.</li> <li>I maintain my part whilst others are performing their part.</li> <li>I improvise within a group using melodic and rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>I use notation to record groups of pitches (chords).</li> <li>I use my music diary to record aspects of the composition process.</li> </ul>	
PE	<i>Dance</i> <ul style="list-style-type: none"> <li>I compose my own dances in a creative way.</li> <li>I perform to an accompaniment.</li> <li>My dance shows clarity, fluency, accuracy and consistency.</li> </ul>	<i>Outdoor and adventurous</i> <ul style="list-style-type: none"> <li>I follow a map into an unknown location.</li> <li>I use clues and a compass to navigate a route.</li> <li>I change my route to overcome a problem.</li> <li>I use new information to change my route.</li> </ul>	
Computing	<i>Information technology</i> <ul style="list-style-type: none"> <li>I analyse information.</li> <li>I evaluate information.</li> <li>I understand how search results are selected and ranked.</li> <li>I edit a film.</li> </ul> Knowledge and understanding	<ul style="list-style-type: none"> <li>I know that it is unsafe to arrange to meet unknown people online.</li> <li>I know how to report any suspicions.</li> <li>I understand I should not publish other people's pictures or tag them on the internet without permission.</li> <li>I know that content put online is extremely difficult to remove.</li> </ul>	Discrete

	<ul style="list-style-type: none"> <li>• I discuss the positive and negative impact of the use of ICT in my own life, my friends and family.</li> <li>• I understand the potential risk of providing personal information online.</li> <li>• I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.</li> <li>• I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.</li> <li>• I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).</li> <li>• I understand that some material on the internet is copyrighted and may not be copied or downloaded.</li> <li>• I understand that some messages may be malicious and know how to deal with this.</li> <li>• I understand that online environments have security settings, which can be altered, to protect the user.</li> <li>• I understand the benefits of developing a 'nickname' for online use.</li> <li>• I understand that some malicious adults may use various techniques to make contact and elicit personal information.</li> </ul>	<ul style="list-style-type: none"> <li>• I know what to do if I discover something malicious or inappropriate.</li> </ul> <p><i>Skills</i></p> <ul style="list-style-type: none"> <li>• I follow the school's safer internet rules.</li> <li>• I make safe choices about the use of technology.</li> <li>• I use technology in ways which minimises risk. e.g. responsible use of online discussions, etc.</li> <li>• I create strong passwords and manage them so that they remain strong.</li> <li>• I independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.</li> <li>• I competently use the internet as a search tool.</li> <li>• I reference information sources.</li> <li>• I use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.</li> <li>• I use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.</li> </ul>	
MfL	<p><i>Spoken language</i></p> <ul style="list-style-type: none"> <li>• I hold a simple conversation with at least 4 exchanges.</li> <li>• I use my knowledge of grammar to speak correctly.</li> </ul> <p><i>Reading</i></p> <ul style="list-style-type: none"> <li>• I understand a short story or factual text and note the main points.</li> <li>• I use the context to work out unfamiliar words.</li> </ul>	<p><i>Writing</i></p> <ul style="list-style-type: none"> <li>• I write a paragraph of 4-5 sentences.</li> <li>• I substitute words and phrases.</li> </ul>	Discrete
RE	<p><i>Why are certain people, places and times sacred? Religions: Christianity and non-religious beliefs</i></p> <p>5.1 Understand the significance of key writings and teachings 5.2 Understand and make connections between key teachings in religious and non-religious worldviews 5.3 Understand some of the ways in which believers interpret story and symbolism and use language and ritual to convey meaning</p>	<p>5.4 Reflect on links and comparisons between their own and others' identity and experience 5.5 Formulate questions of meaning and purpose. 5.6 Reflect on moral issues in their own lives, in relation to their understanding of religious and non-religious worldviews</p>	Discrete
PSHCE	R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves R13. that differences and	Discrete

	<p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R7. that their actions affect themselves and others</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>R11. to work collaboratively towards shared goals</p>	<p>similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability</p> <p>R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>R15. to recognise and manage 'dares'</p> <p>R16. to recognise and challenge stereotypes</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	
Forest area	<p><i>PE -Outdoor and adventurous</i></p> <ul style="list-style-type: none"> <li>• I follow a map into an unknown location.</li> <li>• I use clues and a compass to navigate a route.</li> <li>• I change my route to overcome a problem.</li> <li>• I use new information to change my route.</li> </ul>	<p><i>Science – working scientifically</i></p> <ul style="list-style-type: none"> <li>• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> </ul> <p><i>Properties and changes of materials</i></p> <ul style="list-style-type: none"> <li>• I describe and show how to recover a substance from a solution.</li> <li>• I describe how some materials can be separated.</li> <li>• I demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating).</li> </ul>	