



The Creative Learning Journey crime and punishment (y6 t4)

Teacher: cclay
School: Church Lane



MATHEMATICS AND COMPUTING

Ratio and proportion UKS2

- **m234** solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- **m235** solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- **m236** solve problems involving similar shapes where the scale factor is known or can be found
- **m237** solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Measurement UKS2

- **m243** solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- **m244** use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places

- **m245** convert between miles and kilometres
- **m246** recognise that shapes with the same areas can have different perimeters and vice versa
- **m247** recognise when it is possible to use formulae for area and volume of shapes
- **m248** calculate the area of parallelograms and triangles
- **m249** calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].

Geometry - position and direction UKS2

- **m255** describe positions on the full coordinate grid (all four quadrants)
- **m256** draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

UNDERSTANDING THE WORLD

Working scientifically UKS2

- **sc81** taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- **sc82** recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- **sc84** 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
- **sc85** identifying scientific evidence that has been used to support or refute ideas or arguments.

Geographical skills and fieldwork UKS2

- **ge71** I can read and understand eight points of a compass
- **ge72** I can use four and six figure grid references

- **ge73** I understand keys and the symbols on an O.S. map

Core Skills across the Key Stage UKS2

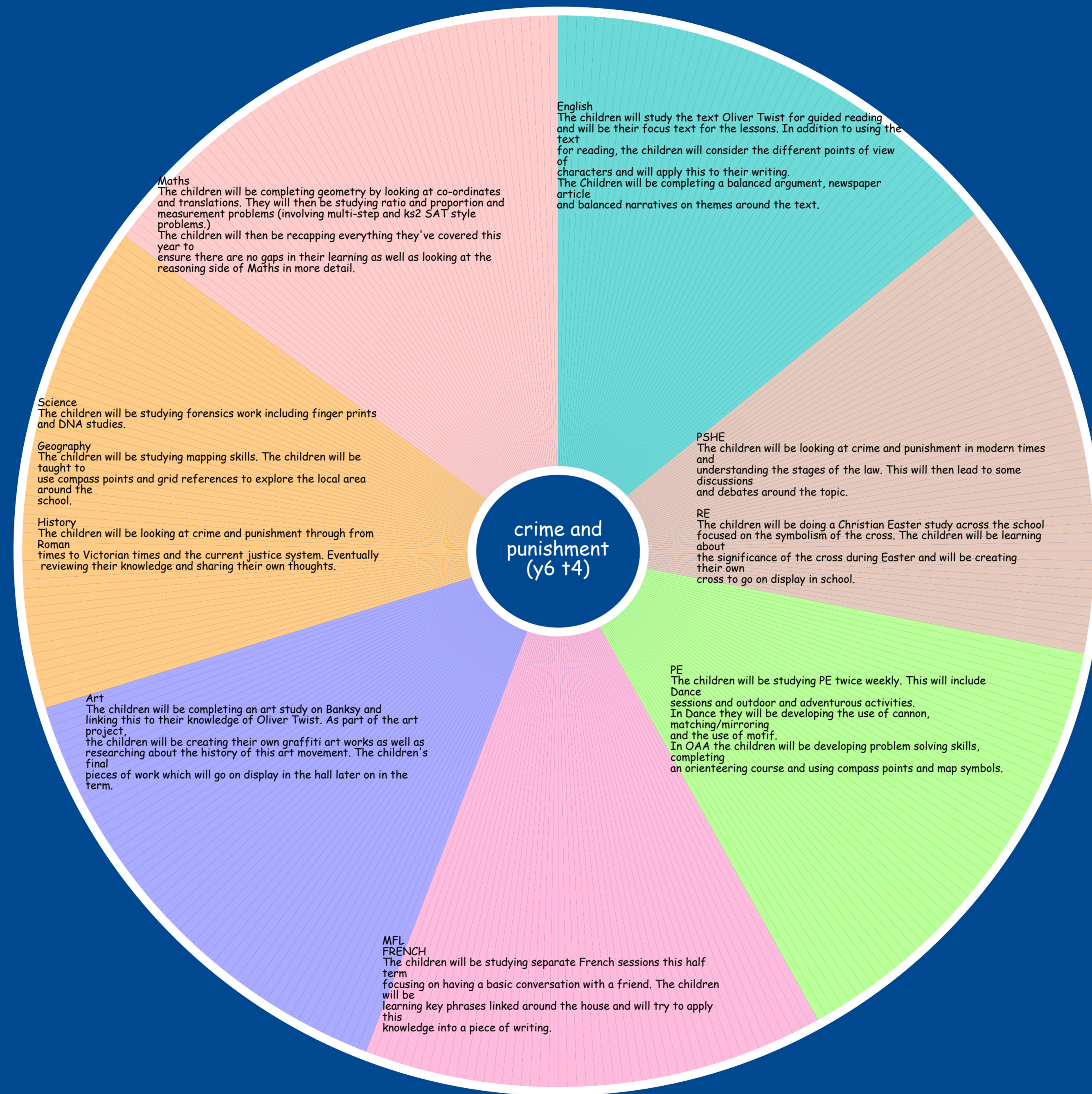
- **hi64** I can place events, people and changes into correct periods of time (British, local and world history)
- **hi66** I can recognise similarities and differences between periods of time
- **hi68** I can ask and answer questions about change and cause and effect
- **hi69** can ask and answer questions about similarities and differences and their significance
- **hi70** I can draw informed conclusions by using a range of research skills
- **hi101** I have studied an historical theme beyond 1066 and show some understanding of the causes of change over time and the impact it had on the lives of people in Britain

EXPRESSIVE ARTS AND DESIGN

UKS2

- **ad16** I can show in my sketch book how I have developed techniques and ideas
- **ad19** I can show examples of painting with different kinds of paint

- **ad21** I can talk about some famous artists, architects and designers from the past



LITERACY

Reading - comprehension UKS2

- **e201** maintain positive attitudes to reading and understanding of what they read by:
- **e202** continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- **e204** increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- **e211** checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- **e212** asking questions to improve their understanding
- **e213** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **e214** predicting what might happen from details stated and implied
- **e215** summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- **e216** identifying how language, structure and presentation contribute to meaning
- **e217** discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- **e220** participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- **e221** explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- **e222** provide reasoned justifications for their views.

Writing - handwriting and presentation UKS2

- **e230** write legibly, fluently and with increasing speed by:
- **e231** choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- **e232** choosing the writing implement that is best suited for a task.

Writing - composition UKS2

- **e234** identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- **e235** noting and developing initial ideas, drawing on reading and research where necessary

- **e236** in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- **e238** selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- **e239** in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- **e241** using a wide range of devices to build cohesion within and across paragraphs
- **e242** using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- **e244** assessing the effectiveness of their own and others' writing
- **e245** proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- **e246** ensuring the consistent and correct use of tense throughout a piece of writing
- **e247** ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- **e248** proof-read for spelling and punctuation errors

Writing - vocabulary, grammar and punctuation UKS2

- **e251** recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- **e252** using passive verbs to affect the presentation of information in a sentence
- **e253** using the perfect form of verbs to mark relationships of time and cause
- **e254** using expanded noun phrases to convey complicated information concisely
- **e255** using modal verbs or adverbs to indicate degrees of possibility
- **e256** using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- **e257** learning the grammar for years 5 and 6 in English Appendix 2
- **e259** using commas to clarify meaning or avoid ambiguity in writing
- **e260** using hyphens to avoid ambiguity
- **e261** using brackets, dashes or commas to indicate parenthesis
- **e262** using semi-colons, colons or dashes to mark boundaries between independent clauses
- **e263** using a colon to introduce a list

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens UKS2

- **pa40** Adapt different roles, rights and responsibilities during discussions and debates about wider issues.
- **pa41** Realise the consequence of anti-social and aggressive behaviour.

PSED Developing confidence and responsibility and making the most of their abilities UKS2

- **pc43** Continue to reflect and evaluate their own experiences and set personal goals.

RE - Learning From Religion UKS2

- **rf34** Evaluate what it means to belong to a faith community and develop ways of communicating others' responses.
- **rf37** Discuss and express their own and others' views of religious truth and beliefs including concern.

Learning About Religion UKS2

- **ra49** Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.

PHYSICAL EDUCATION

UKS2

- **pe14** I can respond to music to create and perform dances, on my own or with a group, that incorporate a range of more complex, controlled and precise movements
- **pe15** I can tell you about outdoor and adventurous activities I have achieved on my own

- **pe15.1** I can tell you about outdoor and adventurous activities I have achieved in a team
- **pe16.1** I can show you how I have improved in different activities over time

crime and punishment (y6 t4) - Stage Coverage

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- **sc85** identifying scientific evidence that has been used to support or refute ideas or arguments.

Geographical skills and fieldwork UKS2

- **ge71** use the eight points of a compass
- **ge72** use four and six-figure grid references
- **ge73** symbols and key (including the use of Ordnance Survey maps)

UKS2

- **hi64** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
- **hi66** They should note connections, contrasts and trends over time
- **hi68** They should regularly address and sometimes devise historically valid questions about change and cause,
- **hi69** They should regularly address and sometimes devise historically valid questions about similarity and difference and significance
- **hi70** They should construct informed responses that involve thoughtful selection
- **hi101** a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 For example:

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UKS2

- **pe14** perform dances using a range of movement patterns
- **pe15** take part in outdoor and adventurous activity challenges individually
- **pe15.1** take part in outdoor and adventurous activity challenges within a team
- **pe16.1** demonstrate improvement

EXPRESSIVE ARTS AND DESIGN

UKS2

- **ad16** to create sketch books to record their observations and use them to review and revisit ideas
- **ad19** to improve their mastery of art and design techniques, including painting with a range of materials
- **ad21** about great artists, architects and designers in history.

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COMMUNICATION AND LANGUAGE

UKS2

- **f11** listen attentively to spoken language and show understanding by joining in and responding
- **f12** explore the patterns and sounds of language through songs and rhymes
- **f12.1** link the spelling, sound and meaning of words
- **f13** engage in conversations; ask and answer questions
- **f13.1** engage in conversations and express opinions and respond to those of others
- **f13.2** engage in conversations and seek clarification and help
- **f17** read carefully and show understanding of words, phrases and simple writing
- **f110** write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- **f111** describe people, places, things and actions orally and in writing
- **f112** understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms
- **f112.1** understand basic grammar appropriate to the language being studied, including how to conjugation of high-frequency verbs.
- **f112.2** understand basic grammar key features and patterns of the language and how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

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