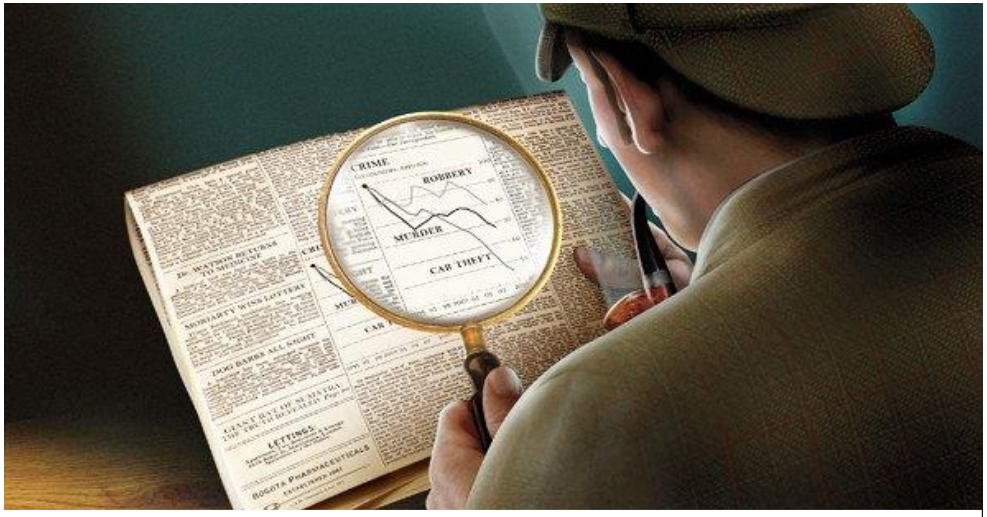
Year 6: Curious Crime



Essential Learning

By the end of this term, you will have learned…

- Build series circuits and represent then in a circuit diagram
- Recognise how the resistance in a circuit changes depending upon the number of components it has
- Design and construct a vehicle with a wooden frame and an electrical motor
- How to plan and write a narrative, based on the Cluedo board game
- Create settings and characters using a variety of descriptive devices (For example: expanded noun phrases, similes and metaphors)
- How to factual recount information for a police report
- Mark making to add shade and texture to a Victorian style Penny Dreadful picture
- Use different dilutions of water colours to add detail and colour to a Penny Dreadful picture

Hook Day

Numerous Forensic Activities

e.g. finger printing, facial sketching, bits analysis, crime scene investigation, observation tests

Block 1

- **Science** - electrical circuits
- **DT** - design and build a crime fighters car that includes an electrical motor
- **Writing** - Police reports - write a report about a fictional crime occuring at Southville.

Block 2

- **Art** - Design, and draw in the style of the Victorian Penny Dreadful papers.
- **Writing** detective narratives based on the Cluedo board game.
- Speaking and listening - School Play

Block 3

- Speaking and listening - School Play
- Time management to build stamina in writing
- **PSHE -** transition to secondary school (throughout the term)

Year 6: / National Curriculum Links

Science

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple electrical circuit in a diagram (including cells, wires, bulbs, switches and buzzers)

Working Scientifically Objectives:

- planning enquiries, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs bar and line graphs
- using test results to make predictions to set up further comparative and fair tests 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
- identifying scientific evidence that has been used to support or refute ideas or arguments.
- recognising and controlling variables where necessary

Writing

- Write legibly in joined handwriting when writing at speed, deciding whether or not to join specific letters.
- Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.
- Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.
- Draft and write by selecting appropriate vocabulary and grammatical structures that reflect what the writing requires, understanding how such choices can change and enhance meaning.
- Draft and write by using a wide range of devices to build cohesion within and across paragraphs.
- Plan their writing by identifying the audience for and purpose of the writing, selecting language that shows good awareness of the reader
- Evaluate and edit by assessing the effectiveness of their own and others' writing.
- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Art

- Children to independently look at a piece of art work, ask questions and tell stories about what they can see. They should begin to link these stories with the wider curriculum
- Children to independently identify what makes an effective piece of art and identify this within their own work.
- With increasing independence, children to draw simple shapes prior to painting. Children to paint these shapes with block colour.
- With increasing independence, children to copy the style of a preferred artist, blending and mixing colours to match those that they see.

Design and Technology

- Cut materials accurately and safely by selecting appropriate tools.
- Measure and mark out to the nearest millimetre
- Apply appropriate cutting and shaping techniques that include cuts within

Key vocabulary:

- **Science** – Circuit, complete circuit, lamp (bulb), motor, switch, buzzer, voltage, amps, battery/cell, fuse/wire, component, series circuit,

the perimeter of the material (such as slots or cut outs) • Select appropriate joining techniques • Strengthen materials using suitable techniques • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). • Make products by working efficiently (such as by carefully selecting materials). • Improve upon existing designs, giving reasons for choices.	resistance, variable resistor, flow, fair testing, appliance, circuit symbol, health and safety, mains electricity, conductor, insulator. • **Topic:** Law, Crime, Punishment, Justice, Witches, Detectives, Mystery, Clues, Deduction, Solve, Investigate, Characters, Settings, Suspect, Resolution, Alibi • **ART –** Penny Dreadful art, mark making, tones, shadowing, sketch,