

### History: Crime and punishment

Our topic this half term will be based around the history of Norwich Castle. We will begin in the Norman period, looking at the sorts of crimes that were common together with the punishments. Then, we move through to the middle ages and onto the Victorian age, where the castle was used as a prison.

### English:

We will use the book 'Black Powder' by Ally Sherrick to inspire our writing this half term. To start with, we will be looking at diary writing linked to an event in the story before writing a narrative that predicts how a section of the story will progress. We will then use the classic poem 'The Highwayman' to write a detailed character description.

### Art:

In art, we will be finding out about street art, looking at the artists Keith Haring and Banksy, and deciding if their work is art or vandalism. We will then create a design for a part of the school using what we have found out.

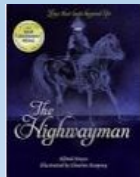
RE: What difference does the resurrection make to Christians?

During this topic, we will be finding out about events leading up to the crucifixion, and investigate why events surrounding the resurrection differ according to the gospels of Matthew, Mark, Luke and John. We will find out how Christians celebrate the period of Easter, and why the story of the resurrection is so central to their beliefs. We will also consider how the crucifixion links in to our crime and punishment topic by considering the 'crimes' committed by Jesus.

Does the  
punishment always  
fit the crime?

### Texts:

Black Powder by Ally Sherrick



The Highwayman by Alfred Noyes



### Computing: databases

We will be looking at how databases work and can be created, both off-line and online, and how computer based packages allow searches to be undertaken efficiently. We will then look at how a database can be used to create charts and graphs simply.

### Schools of Sanctuary:

Through our class book, we will be considering how sections of the population have been treated unfairly throughout history.



## Maths: Decimals

We will be exploring decimals and percentages and will investigate their link with fractions. We will order, compare and calculate with numbers up to 3 decimal places, building on knowledge gained in the Autumn term. We will then look at the area and perimeter of rectangles, rectilinear shapes, polygons and compound shapes, and solve a multitude of problems in context.

## French:

We will continue to use Language Angels, where we will be learning various language structures through games, songs and fun activities.

## PSHE:

In our sessions this half term, we will be thinking about our mental health. We will discuss what can affect our well being, what we can do to help as well as thinking about dealing with loss and bereavement.

## Physical Education:

This half term we will be working on improving our skills in linking actions together so that they flow and performing a variety of movements and skills with good control and tension. Through the game of handball, we will be focusing on jumping, landing and balancing with control.

| Vocabulary     | Meaning  |
|----------------|--|
| Historian      | An expert in or student of history, especially that of a particular period, geographical region, or social phenomenon.         |
| Pillory        | A wooden framework with holes for the head and hands, in which offenders were formerly imprisoned and exposed to public abuse. |
| Transportation | The action of transporting someone or something or the process of being transported.   |
| Gallows        | A structure, typically of two uprights and a crosspiece, for the hanging of criminals.   |
| Scaffold       | A raised wooden platform used formerly for the public execution of criminals.  |
| Dungeon        | A strong underground prison cell, especially in a castle.  |
| Gaol           | A place for the confinement of people accused or convicted of a crime.   |
| Block          | A large solid piece of hard material, especially rock, stone, or wood, typically with flat surfaces on each side.              |

### Optional Activities (that could be completed at home):

Please try and ensure that your child spends some time at home each day reading, either to themselves, out loud or by having an older sibling or adult read to them.

- Who was Albert Pierrepoint? Can you find out and create a one page biography or fact file about him?
- Design a non-violent punishment that could be used, like the stocks were, to make an example of a criminal as a punishment.
- One punishment was to be sent to a penal colony in another country. Research the many penal colonies in the world where Britain would send its criminals. Display your research on a map.
- In order to catch criminals, policemen in history sometimes simply had to chase them and catch them that way! Create a 'Get Fit' regime for a police officer. Draw or write it out however you choose. Even better if you can follow it yourself for a few weeks to prove it works!
- Remus Lupin has a problem: when he becomes a werewolf he has a penchant for stealing Chocolate Frogs from the pupils of Hogwarts. This happens every full moon night, but in the nights leading up to that, he also likes to snaffle Sugar Hexes. After the full moon he prefers to pilfer Peppermint Toads. Observe the moon each night, draw a picture of what you see along with the date and a note which sweets Remus will be out hunting for.

### Class Dojo:

We love to see the work children and families have been doing at home.

Please do upload pictures via Class Dojo and we will make sure that these are celebrated in class and rewarded with team points or certificates.

Likewise if children have any notable achievements or events outside of school (swimming medals, football tournaments etc), we love to hear about these too!

### Volunteering in School

If you still want to support and enhance the children's learning, and have some free time, we'd love to have you pop in for whatever time you can spare. This could be as a regular slot to help with spelling, reading or maths. Or it might be that you have a particular occupation/skill that you think would be interesting or relevant to our learning.

Please do get in contact with your child's teacher if you're interested in volunteering.