

Title: **Crime and Punishment**

Areas of Learning



Crime and punishment

During term 5, our theme is crime and punishment.

As historians, we will investigate how crime and punishment has changed all the way from Ancient Rome to World War II.

As artists, we will explore and take inspiration from artists such as Henri Matisse, Francis Bacon and Andy Warhol to create our own collages.

As geographers, we will investigate time zones.

At Marshfield, learning will be driven by:

Ambition

As ambitious people we will:

- Enjoy our learning
- Identify our own successes
- Always do our best
- Take pride in what we do
- Learn from our mistakes

Global Citizenship

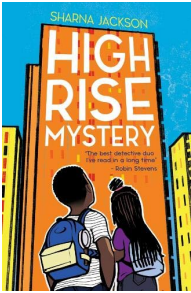
To develop our understanding of the world and appreciate what it means to be a global citizen, we will:

- Learn Spanish words and phrases relating to food and drink; continue to learn Spanish grammar.
- Learn how to become good citizens through learning about the law throughout the ages.
- Discuss the importance of relationships and understand how to be careful online.

Creativity

To develop our creativity, we will:

- Learn to play the clarinet, using musical terminology such as pitch, rhythm, pulse and dynamics.
- Learn about different artists and come up with our own collage designs.
- Choreograph a circuit in PE.

| Core Learning Skills | Successful Learner Skills | Essential Learning Objectives | | | | | | | | | | | |
|---|---|---|--|--|---|------------------------|---------|-----------|---------|--|---|---------------------------|--|
| <p style="text-align: center;">English</p> <p>This term we will be reading the book 'High Rise Mystery' written by Sharna Jackson.</p>  <p>Fiction We will be writing a 'quest' story.</p> <p>Non-fiction We will be writing an persuasion text.</p> <p>Grammar</p> <ul style="list-style-type: none"> • Evaluation of writing • Proof-reading • Writing for an audience • Developing plots • Using interesting word choices • Direct and reported speech • Different types of clauses | <ul style="list-style-type: none"> • Feel safe and feel that 'I can' • Have fun and enjoy my learning • Learn with other learners • Be involved in reviewing and improving my learning • Have time • Know why I am learning • Ask questions and know what I could learn next • Know and understand what I am learning • Understand how I learn • Know how to improve • Know when and how I have been successful • Have new/varied experiences | <p style="text-align: center;">Geography</p> <p>To investigate places.</p> <p>To investigate patterns.</p> <p>To communicate geographically.</p> | <p style="text-align: center;">History</p> <p>To investigate and interpret the past.</p> <p>To build an overview of world history.</p> <p>To understand chronology.</p> <p>To communicate historically.</p> | <p style="text-align: center;">RE</p> <p>To understand beliefs and teachings.</p> <p>To understand practices and lifestyles.</p> <p>To understand how beliefs are conveyed.</p> <p>To reflect.</p> <p>To understand values.</p> | | | | | | | | | |
| <p style="text-align: center;">Mathematics</p> <p>In mathematics, will be developing our knowledge and understanding of the following areas:</p> <p>Measure and Time:</p> <ul style="list-style-type: none"> • understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares), and including using standard units, square centrimetres (cm²) and square metres (m²) and estimate the area of irregular shapes • estimate volume (for example, using 1cm³ blocks to build cuboids (including cubes) and capacity (for example, using water). • use all four operations to solve problems involving measure (for example, length, mass, volume, money, using decimal notation, including scaling). <p>Statistics:</p> <ul style="list-style-type: none"> • solve comparison, sum and differences problems using information presented in a line graph. • Complete, read and interpret information in tables, including timetables. | <p style="text-align: center;">RE, PE, PSHE</p> <p>In RE we will be exploring: 'When Jesus left, what was the impact of Pentecost?'</p> <p>In PE, we will be learning to develop our technical skills in netball.</p> <p>In PE, we will also be learning more about indoor athletics and will be creating our own circuits.</p> <p>In PSHE, we will learn about relationships.</p> | <p style="text-align: center;">Science</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1070 786 1352 1287" style="width: 25%;">Working Scientifically</th> <th data-bbox="1352 786 1635 1287" style="width: 25%;">Biology</th> <th data-bbox="1635 786 1917 1287" style="width: 25%;">Chemistry</th> <th data-bbox="1917 786 2197 1287" style="width: 25%;">Physics</th> </tr> </thead> <tbody> <tr> <td data-bbox="1070 839 1352 1287"> To work scientifically. To investigate, observe and record in a logical way. Engage safely in practical investigations or experiments. </td> <td data-bbox="1352 839 1635 1287"> To understand plants. To understand animals and humans. To investigate living things. To understand evolution and inheritance. </td> <td data-bbox="1635 839 1917 1287"> To investigate materials. </td> <td data-bbox="1917 839 2197 1287"> To understand movement, forces and magnets. To understand the Earth's movement in space. To investigate light and seeing. To investigate sound and hearing. To understand electrical circuits. </td> </tr> </tbody> </table> | | | | Working Scientifically | Biology | Chemistry | Physics | To work scientifically. To investigate, observe and record in a logical way. Engage safely in practical investigations or experiments. | To understand plants. To understand animals and humans. To investigate living things. To understand evolution and inheritance. | To investigate materials. | To understand movement, forces and magnets. To understand the Earth's movement in space. To investigate light and seeing. To investigate sound and hearing. To understand electrical circuits. |
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| <p style="text-align: center;">Computing</p> <p>In computing lessons, we will be learning about coding.</p> | <p style="text-align: center;">Values for Life</p> <p style="text-align: center;">Justice</p> | <p style="text-align: center;">Art</p> <p>To develop ideas.</p> <p>To master techniques.</p> <p>To take inspiration from the greats.</p> | <p style="text-align: center;">Computing</p> <p>To code.</p> <p>To connect.</p> <p>To communicate.</p> <p>To collect.</p> | <p style="text-align: center;">DT</p> <p>To design, make, evaluate and improve.</p> <p>To master practical skills.</p> <p>To take inspiration from design throughout history.</p> | <p style="text-align: center;">Music</p> <p>To perform.</p> <p>To compose.</p> <p>To transcribe.</p> <p>To describe music.</p> | | | | | | | | |