

Year 5

Summer 2 Home Learning

Crime and Punishment



Birley Primary Academy

A L.E.A.D. Academy

# Crime and Punishment

<p><u>Writing</u></p> <p>Next half term we are going to be working on our discussion and debate skills.</p> <p>Can you research a topic of your choice and create a list of arguments of for and against (a balanced argument)?</p>	<p><u>Maths-Times Tables</u></p> <p>Every week, there will be a Y5 Class vs Class Battle of the Bands on TT Rockstars</p> <p>There will be a new battle every week. The winning class for each battle gets a star in their jar.</p>	<p><u>Science</u></p> <p>Next half term we will be looking at forces.</p> <p>Can you research Isaac Newton and create a poster on him? Research his findings on gravity.</p>
<p><u>History</u></p> <p>Create a rule book to show four or five rules that you think everyone should follow to ensure school is a happy and safe place. With each rule, think of a fair and reasonable punishment for those who break it.</p>	<p><u>Life Skills</u></p> <p>Google BSL Sign Language and watch some videos on it.</p> <p>Can you learn the alphabet in BSL? Can you learn how to spell your name? Can you learn how to say hello or a short sentence?</p>	<p><u>Music</u></p> <p>Design and create a poster to advertise our upcoming Proms in the Playground performance.</p> <p>It must include these details:</p> <p>Date: <b>27th of June</b> at 9.15am</p> <p>Includes: live performances by Brass Band England and our very own Y5 cornet players!</p>
<p><u>Daily Reading</u></p> <p>Read at least 4 times a week and ask your grown up to sign your reading book to show what you have read.</p> <p>Read aloud to a grown up from home at least once a week and discuss what you have read.</p>	<p><u>PSHE</u></p> <p>For a week, create a mood chart diary. We want you to monitor your feelings/track endorphins (happy chemicals released after exercise) after you do some exercise each day.</p>	<p><u>French</u></p> <p>Design a French snack and drinks menu that could be used in a French cafe. Include prices and pictures.</p>

# YEAR 5 SUMMER 2 LEARNING

THIS HALF TERM, YOUR CHILD WILL LEARN...



## History Important things you need to know...

- Crime and Punishment has changed through the ages!
- The Romans are often remembered for their cruelty. They were well known for their love of blood and gore in their sports such as Gladiator fights and chariot races. They also used many methods of execution, including crucifixion, beheading, strangling, drowning and burying alive. Punishments were designed to deter people away from committing crime and therefore were very harsh.
- In Anglo Saxon times, there were no prisons. Criminals were punished with fines, executions or by being injured. If you injured or killed someone, you would have to pay the person or their family compensation.
- In Medieval times, people believed that the only way to keep order was to make sure that people were scared of the punishments given for crimes, therefore all crimes had harsh punishments - fines, stocks, and torture, mutilations and death were the most common types of punishment.
- In Tudor times, there were still no police. Crimes such as stealing were widespread, as many poor people could not afford to pay for increasingly expensive food. However, punishments were harsh, in the belief that it would stop others from committing the same crime.
- Highwaymen were robbers on horseback. They attacked travellers in carriages and worked alone or in small groups. Children should know some of the most famous highwaymen, like Dick Turpin, and explore the concept of where they were heroes or villains.
- In the Victorian period, the fear of crime was made worse by books called Penny Dreadfuls containing stories to shock readers with details of horrible crimes. If a child committed a crime, they would receive the same punishment as an adult.
- In 1829, Sir Robert Peel introduced the first organised Police force. For the first time in history, prisons became the main form of punishment.

## Computing

### What we will be learning...

- To be introduced to 2Design and the skills of computer aided design.
- To explore the effect of moving points when designing.
- To design a 3D Model to fit certain criteria and to refine and print a model.
- To understand the need for visual representation when generating and discussing complex ideas.
- To understand the uses of a 'concept map' and the correct vocabulary used.
- To understand how a concept map can be used to tell stories and information.
- To create a collaborative concept map and present this to an audience.



## Science: Key Knowledge

- There are different types of forces. Some work in contact with objects, such as friction, air resistance and water resistance; others work at a distance (non-contact forces), such as magnetism and gravity. Friction is a force that opposes motion between moving surfaces in contact. The size of this force depends on the properties of the surfaces (for example, roughness).
- Newton meters have two scales, one in grams and one in Newtons. The gram is the standard unit for measuring force and weight. Ask one child in a group to hold the Newton meter. A second child loops a finger around the hook of the Newton meter and to tries to pull by the number of Newtons suggested by a third child. The child who is pulling should look at the scales as they do so. Let children swap roles and repeat until all three have pulled the Newton meter.
- When objects fall, gravity pulls them towards the centre of the Earth. The speed of the descent is affected not by an object's mass, but by the opposing drag force - air resistance. Without air resistance any objects dropped simultaneously hit the ground simultaneously.

The Moon has a smaller mass than Earth so the gravitational pull on the Moon is smaller than it is on Earth.

Jupiter has a greater mass than Earth so the gravitational pull on Jupiter is stronger than on Earth.



## Design Technology Electrical Systems - More complex switches

- Electricity is a type of energy. It is used to power lots of things - Electricity can flow through circuits. A circuit is the path the electric current follows. It must have no breaks in it (a closed circuit) for electricity to flow. The symbols for different objects in electrical circuits are shown on the right. The electricity flowing through a circuit is known as the current. It can be used to power an output device.
- Switches can be positioned so that electrical currents can flow through them (closed switch) or cannot flow through them (open switch). This alters the way that output devices function.
- In a series circuit, two output devices are controlled by one switch. In a parallel circuit, two output devices can be controlled separately by switches. Switches can be used alongside control boxes, to set up timed systems (e.g. traffic lights) and monitoring systems (e.g. alarms).

