



**English** We will be learning to:

- Write balanced arguments – ‘Does the punishment fit the crime?’
- Write a diary entry from the perspective of *Jim* from our class text *Street Child*
- Write an atmospheric setting description of Victorian workhouses

**Maths** We will be learning to:

- Read, write, order and compare numbers up to 10,000,000
- Use rounding numbers and negative numbers
- Calculate efficiently using the 4 operations (addition, subtraction, multiplication and division)

**Science** We will be learning to:

- Identify and describe the main parts of the circulatory system
- Describe the impact of diet, alcohol and drugs on the human body
- Design and carry out a fair test about the impact on exercise on heart rate

**RE** We will be learning to:

- Describe the different ways in which Muslims show commitment to their beliefs
- Explain the five pillars of Islam and why they are important
- Discuss whether some way of showing commitment are better than others

**History** We will be learning to:

- Compare and contrast crime and punishment through the ages
- Explain the methods of punishment used at different times
- Discuss whether we believe punishments were proportionate to the crime

**Weekly Home Learning**

Please record your **daily reading** in the diary, practise your **spellings** and **RockStars timetables**. You can also complete one of the optional activities below:

Create a model of an historic method of punishment (e.g. stocks, a rack, ducking stool...)

Find a setting description that you really like (maybe from your favourite book) and explain why you like it

Plan, cook and eat a healthy meal. Explain why you think it is healthy

Create a factfile about a famous criminal

Create a piece of artwork which shows the five Pillars of Islam

Practise rounding numbers to the nearest 10, 100 and 1,000

<p><b>Week 2</b> <b>Hyphenated words</b></p> <p>co-operate co-ordinate re-educate re-elect co-author accommodate available competition determined existence</p>	<p><b>Week 3</b> <b>Prefix ‘micro’</b></p> <p>microscope microchip microphone microwave microbe identity muscle prejudice rhyme suggest</p>	<p><b>Week 4</b> <b>Prefix ‘mini’</b></p> <p>minibus miniskirt minibeast minicab minimum accompany average conscience develop explanation</p>
<p><b>Week 5</b> <b>Word families - ‘acc’ words</b></p> <p>accuracy access accomplish accumulate accentuate immediately necessary privilege rhythm symbol</p>	<p><b>Week 6</b> <b>Word families – ‘sign’ words</b></p> <p>assign designate insignificant signal resignation according awkward conscious dictionary familiar</p>	<p><b>Week 7</b> <b>Word families – ‘gram’ words</b></p> <p>telegram diagram grammar parallelogram monogram individual neighbour profession sacrifice system</p>

Please RETURN THE HOME LEARNING BOOK EVERY MONDAY, even if you have not completed an optional task.

The children will be completing their spelling and tables’ tests in the books so you can see how they have done when they are returned on Wednesday.