

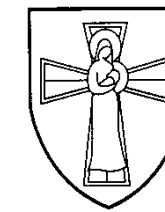
Year group: 5

Term: Summer 1

Topic: Off with her Head - Who lost her Head and Why?

Kernow Cluster Topic Overview Sheet

Objectives



Opportunities for outdoor learning:

- PE – OOA, Dance
- Science

Key vocabulary:

Tudors, dress, gown, kirtle, chemise, corset, French hood, ruff, farthingale, doublet, breeches, shirt, hat, stockings, lute, recorder, bed warmer, gallows, befeater, William Shakespeare, Globe Theatre, scythe, horse and plough Henry VIII, court, beheading.

PSHE/British values objectives:

- Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs.

Digital literacy:

- Record data in a bar or pie chart using ICT.
- Create Newspaper Reports.



Opportunities for trips / visitors:

- Virtual tours of museums (due to COVID-19 restrictions).

Whole class texts:

- Treason by Berlie Doherty

History objectives: Tudors

- Tudor timeline, Henry's character, marriages, wives and children. Tudor treason and punishment.

PE objectives: OAA & Basketball

- Participate in a range of outdoor adventurous activities that are both physically and mentally challenging to improve personal and social development.
- To learn problem-solving, strategy, trust calculated risk-taking and share to make a goal and score points.

Maths's objectives: Fractions/Decimals & Percentages

Compare and order fractions greater than 1, add and subtract fractions, add fractions within 1, add 3 or more fractions, multiply fractions and calculate fractions of amount.
Decimals up to 2 d.p, decimals as fractions, understand thousandths, rounding decimals, ordering and comparing, understanding percentages, percentages as fractions and decimals.

English objectives: Non-Fiction Poetry

- Analyse various elements of poetry.
- Recognise poetry from a variety of cultures, languages, and historic periods.
- Create their own poetry using imagery, tone, form and theme.

Geography objectives:

- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Music objectives:

- use descriptive words and relevant musical vocabulary when talking about the elements of live or recorded music within a piece.

Science objectives: Changing Materials

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

Language's objectives: French

- learn the key phonics sounds.

Art objectives:

- Learn about great artists, architects and designers in history.

Computing objectives:

- Use ICT to record and present data in a bar or pie chart.

RE objectives: Pentecost – serving.

Know and Understand:

- Transforming energy – **Explore**
 - Pentecost, the celebration of the Spirit's transforming power – **Reveal**
- Acquire the skills of assimilation, celebration and application of the above – **Respond**

DT objectives:

- Create a model of Henry VIII.

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Skills



Links to previous topics:

• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials) • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials) • Compare and group materials together, according to whether they are solids, liquids or gases. (Y4 - States of matter) • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). (Y4 - States of matter) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Y4 - States of matter)

PSHE:

- Learn to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.

History skills:

- Describe key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.

Geography skills:

- Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy).

Art skills:

- Improve their mastery of art and design techniques, including drawing and painting.
- Describe and discuss how different artists and cultures have used a range of visual elements in their work.

Links to future topics:

- Chemical reactions as the rearrangement of atoms. (KS3)
- Representing chemical reactions using formulae and using equations. (KS3)
- Combustion, thermal decomposition, oxidation and displacement reactions. (KS3)
- Defining acids and alkalis in terms of neutralisation reactions. (KS3)
- The pH scale for measuring acidity/alkalinity; and indicators. (KS3)

Maths's skills: Fractions, Decimals & Percentages

- To add, subtract up to 3 fractions with different denominators.
- Multiply fractions.
- Find a fraction of amounts.
- Know decimals up to 2.d.p
- To understand that proper fractions and decimals can be used to represent values between whole numbers.
- Understand thousandths and percentages.

PE skills: OAA & Basketball

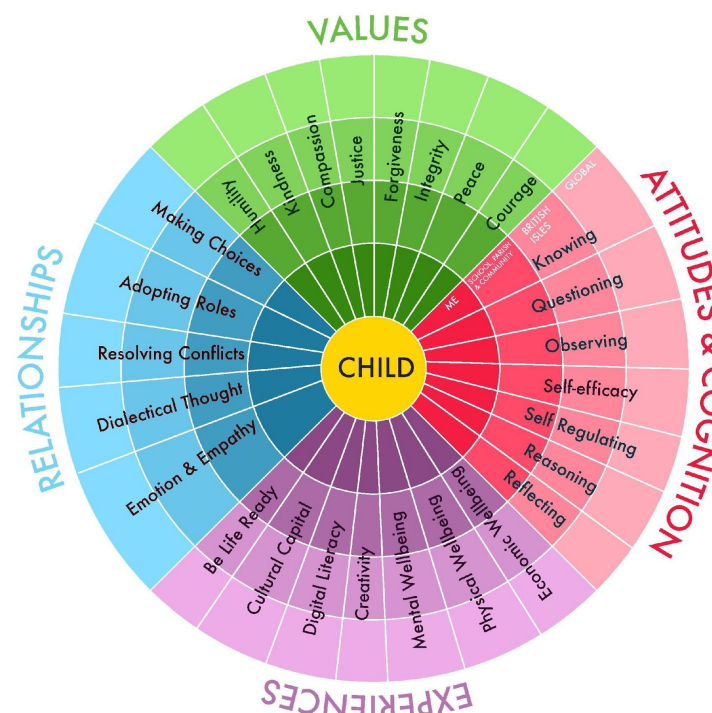
- Work confidently in familiar and changing environments.
- Using increasingly complex maps and diagrams select, and perform, skills and strategies effectively.
- Find own solutions to problems and challenges.
- Plan, implement and refine strategies, adapting strategies as necessary.
- Prepare physically and organisationally for challenges taking into account their own and others' safety.
- Use forehand, backhand and over arm shots, and volley when appropriate.
- Use preferred skills with competence and consistency.
- Understand the need for tactics, choose and use some tactics effectively.
- Apply rules consistently and fairly.
- Make up own set games that involve more than one player / team.

Music skills:

- Use descriptive words and relevant musical vocabulary when talking about the elements of live or recorded music within a piece.
- Maintain a part within an ensemble when singing in a round or in harmony.
- Maintain their part in a performance with confidence, accuracy, fluency, control and expression, and with an awareness of what others are playing or singing.

Computing skills:

- are responsible, competent, confident and creative users of information and communication technology.
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information



Science skills:

- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of vinegar (acid) on bicarbonate of soda.

RE skills:

- Some children will be able to **make links** to show how feelings and beliefs about the use of transforming energy affects their behaviour and that of others.
- Some children will be able to **compare** their own and other people's ideas about questions that are difficult to answer about transforming energy and its uses.
- Some children will begin to **show understanding** of how their own and others' decisions about the use of transforming energy are informed by belief and values.

Opportunities for home learning / cultural capital:

- Independent research/homework over the half-term break.

Set homework:

- Spellings
- Daily reading
- Handwriting

English skills:

- Use words and repeating phrases to create a Pattern or Shape poem.
- Write a simple single verse poem using repeating patterns and rhyming words.
- Recognise and can create words and simple phrases using alliteration.
- Use simile in my poem.
- I can use alliteration to create a short rhyme.
- Generate and use increasingly adventurous words and phrases.

Language's skills:

- **Phonics (1) - Focus on single vowel sounds.**
a-e-i-e-u (y) la banane, le cheval, à midi, le coco, l'univers
- **Salut / Bonjour / Au revoir**
Comment t'appelles tu? (What do you call yourself?)
Je m'appelle..... (I call myself)
Ça va ?(How's it going?)
oui / non fantastique/super (great)
très bien merci (very well, thanks)
pas mal, merci (not bad, thank you), ça ne va pas (badly)

DT skills: Design, create and construct a 3D model.

- Create free-standing 3D models using different materials.
- Mix and combine a range of different materials and tools to create surface texture and impressions.
- Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.