



## THE TUDORS

<p><b>Launch:</b> Create mosaic of Henry VIII for display</p> <p><b>Visits/Trips:</b> Trip to Cotehele</p>	<p><b>Term: Autumn 1 2019</b></p> <p><b>COMPUTING</b> Finding Things Out Making Things Happen Sharing and reviewing</p>	<p><b>Year: 5</b></p> <p><b>Research and presentation</b> Editing Powerpoints</p>	<p><b>Teachers: CB</b></p> <p><b>Homework</b> <b>Times Tables</b> <b>Spellings</b> <b>Reading</b></p>	<p><b>Outcome:</b> Greater understanding of the Tudors and how that period in history transformed England</p>
<p><b>RELIGIOUS EDUCATION</b> Beliefs, teaching and sources Values and commitments Holy scriptures Places and people special to us Meaning, purpose and truth Identity and belonging Celebrations Special books and stories Special people Special places Special World</p> <p><b>WRITING</b> Speaking &amp; Listening Phonics &amp; Spelling Punctuation Word Structure (Grammar) Sentence Construction (Grammar) Handwriting and Presentation Drama Story historical Poetry Letter Playscript Newspaper report Persuasive Instruction Recount Explanation Non-chronological report Autobiography Biography</p> <p><b>MATHS</b> Problem Solving Communicating Reasoning Number and place value Mental math's Operations - addition Operations - subtraction Operations - multiplication Operations - division Written method - addition Written methods - subtraction Written methods - multiplication Written methods - division Fractions and decimals Geometry - 2 shapes Geometry - 3d shapes Position and direction Measures - length Measures - mass Measures - capacity and volume Measures - time Statistics - processing and representing data Statistics - Interpreting data</p>	<p><b>RE</b> Creation - AT2 - to reflect on their own ideas and beliefs about how the world began and their own role in being co-creators (taking care of the world and others around them). AT1 - To be aware that there are two different Creation stories and identify some of the key messages. Prayers, Saints and Feasts</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Identify the audience for and purpose of the writing,</li> <li>- Note and develop initial ideas, drawing on reading and research where necessary.</li> <li>- In writing narratives, consider how authors have developed characters and settings</li> <li>- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>- Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</li> <li>- Precise longer passages.</li> <li>- Build cohesion within and across paragraphs.</li> <li>- Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</li> <li>- Assess the effectiveness of their own and others' writing.</li> <li>- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>- Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.</li> <li>- Proof-read for spelling and punctuation errors.</li> <li>- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul> <p><b>Maths</b> Place Value Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1000000 to the nearest 10,100, 1000, 10000 and 100000 Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Number: Addition and Subtraction Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Statistics: Read and interpret line graphs Draw line graphs Use line graphs to solve problems</p>	<p><b>Whole School Events:</b> Taking part Team building skills and collaboration Community cohesion</p> <p><b>Art and Design</b> Research the artist Nicholas Hilliard and create a limning portrait Create a mosaic portrait of Henry VIII <b>Progression Skills</b> Mix paint and other materials to create detailed patterns and textures. Use a wide range of painting techniques to create different effects. Use knowledge of colour families to create contrast. Create light and dark tones.</p> <p><b>BRITISH VALUES</b> What does it mean to be British? Democracy and the right to vote. Improving communities</p> <p><b>P.E</b> Swimming Tag Rugby (Go Active) <b>Progression Skills:</b> Use marking, tackling and / or interception to improve defence. Apply principles of team play to keep possession of the ball and score effectively. Know what position they are playing and how to contribute when attacking and defending. Apply rules consistently and fairly.</p>	<p><b>History</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The Tudors <b>Progression Skills:</b> Identify and describe features and characteristics of past societies. Compare and describe the characteristics of a range of significant groups from the past, Compare and analyse the factors that caused change in the past. Talk about the impact of change on past societies,</p> <p><b>SMSC</b> Working as a team and solving problems as a group of people rather than on our own. Tolerance of others. Patience and respect. Feel positive about yourself. Dangers of stereotyping.</p> <p><b>Science:</b> Changing materials <b>Progression Skills:</b> 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.</p>	<p><b>ART AND DESIGN</b> Investigating and Exploring Drawing Painting 3D Modelling Printing Textiles</p> <p><b>DESIGN AND TECHNOLOGY</b> Planning Evaluation Tools and Materials Axles, Pulleys and Gears Mechanical Components Food Technology Mechanisms Structures Textiles</p> <p><b>GEOGRAPHY</b> Geographical Enquiry Geographical Skills Places Processes and Patterns Sustainability</p> <p><b>HISTORY</b> Finding Out About the Past (Enquiry) Finding Out About the Past (Chronology) Historical Events Lifestyles of People in the Past Significant Historical People</p> <p><b>SCIENCE</b> Planning Recording Evidence Conclusions Changing Materials Electricity Environment Forces &amp; Motion Green Plants Humans &amp; Animals Life Processes Light and Sound Materials and their Properties Variation &amp; Classification</p> <p><b>Music</b> Play &amp; Perform Improvise, Experiment &amp; Compose Listen, Appreciate &amp; Respond Music History</p> <p><b>PE</b> Gymnastics Dance Games</p>