

**ENGLISH:**

- Instructions – recipes (traditional from that time period) **(topic)**
- Drama – hot seating, roleplay
- Diary entry
- Recount
- Biography
- Short story **(science)**

**TEXTS TO BE READ:** Non-chronological texts

**SPAG:**

Use and understand grammatical terminology when discussing writing and reading: word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.

- Extending the range of sentences with more than one clause by using a wider range of conjunctions.
- Choosing nouns or pronouns appropriately to avoid repetition.
- Use conjunctions to express time, place and cause e.g. when, before, while, so, because.
- Use adverbs to express time, place and cause e.g. then, next, soon, therefore.
- Use prepositions to express time, place and cause e.g. before, after, during, in, because of.
- Use fronted adverbials and commas after fronted adverbials.
- Use speech marks/inverted commas for direct speech.
- Use the present perfect form of verbs instead of the simple past (e.g. he has gone out to play/he went out to play).
- Recognise paragraphs as a way of grouping related material and start to use in own writing including headings and subheadings as a way to organise writing and use within own writing.
- Use taught prefixes and suffixes and understand how to add them
- Use a and an accurately according to whether the next word begins with a consonant or a vowel.
- Recognise word families based on common words e.g. solve, solution, dissolve and find related meanings.
- Spell further homophones. Place the possessive apostrophe accurately in words with regular plurals.

**GEOGRAPHY:** NC: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

- Look at Britain in Tudor times.

**ART, DESIGN & TECHNOLOGY:** NC: To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history

- Recreate a tudor house
- Portraits
- Drawing/sketching castles and landscapes
- Artist study
- Weaving

## TOPIC TITLE: Terrible Tudors

**MATHS:**

**Geometry – Shape and Space**

- Draw 2D shapes, make and describe 3D shapes and recognise 3D shapes in different orientations.
- Recognise angles as a property of shape or a description of a turn and identify right angles.
- Identify horizontal and vertical lines.

**Measurement - Mass and Capacity**

- read scales to measure mass in intervals of 10g, 20g, 100g and 250g;
- add and subtract in kilograms (addition up to 250kg and subtraction not involving exchanging);
- read scales to measure capacity in intervals of 100ml and 250ml;

**R.E./PSHE:** PATHS following curriculum Unit 9: Feelings about school Unit 11: Endings and transitions - Rules/creating their own set of rules.

RE: COMMITMENT 1. Being courageous and visionary and being hopeful and visionary.

**PE/SPORT:**

**Morning PE:** fitness challenges  
**Afternoon PE:** athletics, tennis and cricket.  
 Also archery – link to outdoor learning

**ENRICHMENT:**

Following the whole school enrichment programmes

**MUSIC:** NC – pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Medieval music Rhythmic patterns Learn and sing the national anthem

**HISTORY:** NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- To locate the Tudors within the context of the history of Britain.
- To understand which battle began the reign of the Tudors
- To list Tudor monarchs
- To ask questions, using a portrait as a source, about the appearance and character of Henry VIII
- To understand about the importance of the role of a Tudor king.
- To understand about the reasons for Henry's divorce from Catherine of Aragon and why he married six times
- To identify who reigned after Henry VIII To identify differences between rich and poor in Tudor times and why the number of beggars was growing in Tudor times.
- To know how the Tudors punished criminals. Consider similarities and differences between crime today and crime in Tudor times.
- To know why the Tudors explored.
- To know what life was like at sea.
- To know about Sir Francis Drake and his voyage.
- To know about the Spanish Armada.
- To know the impact Tudor exploration as had on life today.

**SCIENCE:** Recognise that they need light in order to see things and that dark is the absence of light/ notice that light is reflected from surfaces / recognise that light from the sun can be dangerous and that there are ways to protect their eyes/ recognise that shadows are formed when the light from a light source is blocked by an opaque object/ find patterns in the way that the size of shadows change.

**Light** – I know that we need light to see and that darkness is an absence of light.

I know that light is reflected from surfaces of objects.

I understand that light from the sun can be dangerous. I know how to protect myself from it.

I can recognise that shadows are formed when light is blocked by an opaque object.

I can find patterns in the way that sizes of shadows change.

**COMPUTING:** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact./ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Word processing – typing stories onto computers.