



SEAFORD PRIMARY SCHOOL

Year 5 Term 1

<p>Topic Title- Off with their heads! Tudors</p>		
<p>History</p> <p>Knowledge and understanding Identify changes and links within and across the time periods studied/make comparisons between different times in the past. Identify some social, cultural, religious and ethnic diversities of societies studied in Britain</p> <p>Chronology Know and sequence key events of time studied Identify changes within and across historical periods Use words and phrases: vocabulary relating to the Tudors (e.g. reformation) Fit events into a display sorted by theme and time. Use appropriate times, matching dates to people and events.</p> <p>Historical Contexts Begin to identify primary and secondary sources; use evidence to build up a picture of a past event; select relevant sections of information; use the library and Internet for research with increasing confidence. Begin to suggest which sources are reliable and which are not.</p> <p>Organise, evaluate and communicate information Recall, select and organise historical information; communicate their knowledge and understanding. Record and communicate knowledge in different forms.</p> <p>Enquiry Compare life in early and late 'times' studied; compare an aspect of life with the same aspect in another period. Study different aspects of people – differences between men and women; Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p>Causes and Consequences Examine causes and results of great events and the impact on people;</p>	<p>Geography –</p> <p>Knowledge Confidently identify counties, cities, regions and cities and their features (examine different places Henry travelled to and where his wives came from</p> <p>Key Skills: Compare Tudor maps of the world with current maps To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Science</p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and heat) and response to magnets. • Know that some materials are better thermal insulators or conductors than others and why. • Give reasons, based on evidence from comparative tests and fair tests, for the particular uses of everyday materials including metals, wood and plastic. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments
<p>English</p> <p>Text/Genres <i>The Devil and His Boy</i> by Anthony Horowitz Writing in role/diaries/recounts Newspaper reports Recount</p> <p>Writing Opportunities Writing as Tom Falconer. Tudor Newspaper</p>	<p>Maths (opportunities for maths links)</p> <ul style="list-style-type: none"> • Numbers to 10,000 • Roman numerals to 1,000 • Round to the nearest 10,100 and 1,000 • Numbers to 100,000 • Addition and Subtraction 	<p>Computing E-Safety: Secure your secrets To agree to the Be Internet Awesome pledge & E-safety assembly To create a strong password To customize privacy settings To put my learning into practice To use formulae in Excel to solve calculations To use formulae in Excel to solve calculations To use formulae in Excel to solve calculations</p>
<p>Design Technology No Specific DT this term Investigate</p>	<p>Art and Design</p> <p>Knowledge Research and discuss the ideas and approaches of different artists, craft makers,</p>	<p>P.E</p>

<p>Design and Make</p> <p>Evaluation</p>	<p>designers and architects, taking into account their particular cultural context and intentions.</p> <p>Develop ability to talk about art, to describe the processes they are using and how they hope to achieve high quality outcomes</p> <p><u>Ideas</u> Develop own personal ideas through open ended research. Confidently use sketchbook to explore ideas, experiences, processes and planning. Reflect on own progress and add notes about their thoughts and opinions.</p> <p><u>Drawing Skills</u> Experiment with and develop varied depths of shading and mark making to create form and texture. Create solid shapes with tonal shading. Begin to recognise negative space in drawings.</p> <p><u>Painting Skills</u> Mix and match colours to create atmosphere and light effects. Tudor detail design Control density of paint to make things appear lighter and further away or with more intense hues to bring them closer. Tudor detail design Use a broad range of colour mixing to create varied tones and shades independently. Tudor detail design Experiment in sketchbooks to identify successful techniques</p>	<p>Throughout the term pupils will be developing skills and knowledge in dance, invasion games. We are awaiting guidance with the provision of Swimming in response to COVID-19.</p> <p><u>Skilfulness</u> To move and be still with control, composure, good body shape, tension and changes in speed and effort. To combine skills and actions with some fluency and consistency. To use a greater range of specific skills / techniques using equipment with consistent control.</p> <p><u>Condition, Health and Well-Being</u> To create and use tactics and compositional ideas that suit the situation with some success. To respond to changes in situations and new challenges and conditions with some rationale. To know what a healthy lifestyle is and how to live their lives more healthily.</p> <p><u>Decision Making</u> To make accurate comments about quality of their own and others' performances and actions. To assess performance and actions against criteria and suggest improvements.</p>	
<p>PSHE</p> <p>I can face new challenges positively and know how to set personal goals. I know how to use my jigsaw journal. I understand my rights and responsibilities as a citizen of my country. I understand my rights and responsibilities as a citizen of my country and as a member of my school. I can make choices about my own behaviour because I understand how rewards and consequences feel. I understand how an individual's behaviour can impact on a group. I understand how democracy and having a voice benefits the school community and know how to participate in this.</p>	<p>R.E. Beliefs and Questions Compare different stories of creation Pupils discuss different perspectives on questions about the beginnings of life on earth, so that they can describe different ways science and religions treat the questions of origins Pupils discuss and debate reasons why different people have different ideas about the divine, e.g. whether God is real and what God is like.</p>	<p>Music – Singing currently suspended due to COVID-19. Singing Tudor songs Playing music Songs in Shakespeare Tudor Music</p>	<p>French Term 2</p>
<p>Super Start: Battle of Bosworth Field/Treasure hunt to) find out about the Tudors Magic Middle: Tudor house building Fabulous finish: Tudor day Careers links- Explore the range of jobs on offer at the Globe Theatre. https://plprimarystars.com/resources</p>			