



SEAFORD PRIMARY SCHOOL

Year 5 Term 2

<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"> • Changing states of materials – solids, liquids and gases • Separating materials • Science in the kitchen <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 <i>Macbeth</i> by William Shakespeare Writing in role/diaries/recounts Newspaper reports Biography Play script Recount</p> <p>Writing Opportunities Writing as Tom Falconer. Biography of Shakespeare, Elizabeth 1 and Henry VIII Trip to Globe Theatre</p>	<p>Maths (opportunities for maths links)</p> <ul style="list-style-type: none"> • Addition and Subtraction • Statistics • Multiplication and Division • Area and Perimeter 	<p>Computing</p> <p>E-Safety Lesson objective to meet the needs of the class. Digital Literacy-Plan an event Creating a poster/invitation to invite friends. Creating a poster/invitation to invite friends. Creating a poster/invitation to invite friends. To create a basic website To reflect and evaluate learning</p> <p>Coding LO: to create an animation in Scratch</p>

<p>Design Technology Tudor Houses</p> <p><u>Investigate</u> To be able to identify key features of structures.</p> <p><u>Design and Make</u> To be able to develop one idea in depth. To be able to record ideas using annotated diagram. To be able to consider environmental factors when designing structures. To be able to cut and join materials with accuracy.</p> <p>To be able to select appropriate materials tools and techniques.</p> <p>To be able to use techniques to strengthen structures.</p> <p><u>Evaluation</u> To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. -</p>	<p>Art and Design <u>Knowledge</u> Research and discuss the ideas and approaches of different artists, craft makers, 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>LO: to create an animation in Scratch</p> <p>P.E Throughout the term pupils will be developing skills and knowledge in dabce, invasion games and swimming (one class at a time for swimming) The skills below are embedded within the units taught each term. 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. <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. <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 understand that cultural differences sometimes cause conflict I understand what racism is. I understand how rumour-spreading and name-calling can be bullying behaviours I can explain the difference between direct and indirect types of bullying. I can compare my life with people in the developing world I can understand a different culture from my own.</p>	<p>R.E. Symbols and religious expressions Consider the significance of the advent ring to the Christmas story Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all.</p> <p>- Celebrations Explore different images of Christmas (religious and non-religious) Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all Linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of what it means to belong to a religion or worldview</p>	<p>Music Singing Tudor songs Playing music Songs in Shakespeare Tudor Music</p>	<p>French We will launch into a big focus of food and drink vocabulary, and phrases that are needed for use in shops, cafés etc.</p>
<p>Super Start: Battle of Bosworth Field/Treasure hunt to) find out about a Tudor person Magic Middle: Visit to The Globe Theatre Fabulous finish Tudor day Careers links- Explore the range of jobs on offer at the Globe Theatre. https://plprimarystars.com/resources</p>			