



**SEAFORD PRIMARY SCHOOL**

Year 5 Term 1

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| <p>Topic Title- <b>Off with their heads! Tudors</b></p>   |  |   |
| <p>History</p> <p><b>Knowledge and understanding</b><br/>Identify changes and links within and across the time periods studied/make comparisons between different times in the past.<br/>Identify some social, cultural, religious and ethnic diversities of societies studied in Britain</p> <p><b>Chronology</b><br/>Know and sequence key events of time studied<br/>Identify changes within and across historical periods<br/>Use words and phrases: vocabulary relating to the Tudors (e.g. reformation)<br/>Fit events into a display sorted by theme and time.<br/>Use appropriate times, matching dates to people and events.</p> <p><b>Historical Contexts</b><br/>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.<br/>Begin to suggest which sources are reliable and which are not.</p> <p><b>Organise, evaluate and communicate information</b> Recall, select and organise historical information; communicate their knowledge and understanding.<br/>Record and communicate knowledge in different forms.</p> <p><b>Enquiry</b><br/>Compare life in early and late 'times' studied; compare an aspect of life with the same aspect in another period.<br/>Study different aspects of people – differences between men and women;<br/>Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p><b>Causes and Consequences</b><br/>Examine causes and results of great events and the impact on people;</p> | <p><b>Geography –</b></p> <p><b>Knowledge</b><br/>Confidently identify counties, cities, regions and cities and their features<br/>(examine different places Henry travelled to and where his wives came from</p> <p><b>Key Skills:</b><br/>Compare Tudor maps of the world with current maps<br/>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> | <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and heat) and response to magnets.</li> <li>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>• Give reasons, based on evidence from comparative tests and fair tests, for the particular uses of everyday materials including metals, wood and plastic.</li> </ul> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs bar and line graphs</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• 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</li> </ul> <p>identifying scientific evidence that has been used to support or refute ideas or arguments</p> |
| <p><b>English</b></p> <p><b>Text/Genres</b><br/><i>The Devil and His Boy</i> by Anthony Horowitz<br/><i>Macbeth</i> by William Shakespeare<br/>Writing in role/diaries/recounts<br/>Newspaper reports<br/>Biography<br/>Play script<br/>Recount</p> <p><b>Writing Opportunities</b><br/>Writing as Tom Falconer</p>   | <p><b>Maths (opportunities for maths links)</b></p> <ul style="list-style-type: none"> <li>• Numbers to 10,000</li> <li>• Roman numerals to 1,000</li> <li>• Round to the nearest 10,100 and 1,000</li> <li>• Numbers to 100,000</li> </ul>  | <p>Computing<br/>E-Safety: Secure your secrets<br/>To agree to the Be Internet Awesome pledge &amp; E-safety assembly<br/>To create a strong password<br/>To customize privacy settings<br/>To put my learning into practice<br/>To use formulae in Excel to solve calculations<br/>To use formulae in Excel to solve calculations<br/>To use formulae in Excel to solve calculations</p>   |

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| <p>Tudor Newspaper<br/>Biography of Shakespeare, Elizabeth 1 and Henry VIII<br/>Trip to Globe Theatre</p>  |  |  |                      |
| <p><b>Design Technology No Specific DT this term</b><br/><b>Investigate</b></p> <p><b>Design and Make</b></p> <p><b>Evaluation</b></p>   | <p><b>Art and Design</b><br/><u>Knowledge</u><br/>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><br/>Develop own personal ideas through open ended research.<br/>Confidently use sketchbook to explore ideas, experiences, processes and planning.<br/>Reflect on own progress and add notes about their thoughts and opinions.</p> <p><u>Drawing Skills</u><br/>Experiment with and develop varied depths of shading and mark making to create form and texture.<br/>Create solid shapes with tonal shading.<br/>Begin to recognise negative space in drawings.</p> <p><u>Painting Skills</u><br/>Mix and match colours to create atmosphere and light effects. <b>Tudor detail design</b><br/>Control density of paint to make things appear lighter and further away or with more intense hues to bring them closer. <b>Tudor detail design</b><br/>Use a broad range of colour mixing to create varied tones and shades independently.<br/><b>Tudor detail design</b><br/>Experiment in sketchbooks to identify successful techniques</p> | <p><b>P.E</b><br/>Throughout the term pupils will be developing skills and knowledge in dance, ball games. <b>We are awaiting guidance with the provision of Swimming in response to COVID-19.</b></p> <p><u>Skilfulness</u><br/>To move and be still with control, composure, good body shape, tension and changes in speed and effort.<br/>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><br/>To create and use tactics and compositional ideas that suit the situation with some success.<br/>To respond to changes in situations and new challenges and conditions with some rationale.<br/>To know what a healthy lifestyle is and how to live their lives more healthily.</p> <p><u>Decision Making</u><br/>To make accurate comments about quality of their own and others' performances and actions.<br/>To assess performance and actions against criteria and suggest improvements.</p> |                      |
| <p><b>PSHE</b><br/>I can face new challenges positively and know how to set personal goals.<br/>I know how to use my jigsaw journal.<br/>I understand my rights and responsibilities as a citizen of my country.<br/>I understand my rights and responsibilities as a citizen of my country and as a member of my school.<br/>I can make choices about my own behaviour because I understand how rewards and consequences feel.<br/>I understand how an individual's behaviour can impact on a group.<br/>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<br/>Compare different stories of creation<br/>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<br/>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><b>Music – Singing currently suspended due to COVID-19.</b><br/>Singing Tudor songs<br/>Playing music<br/>Songs in Shakespeare<br/>Tudor Music</p>  | <p>French Term 2</p> |
| <p>Super Start: Battle of Bosworth Field/Treasure hunt to) find out about the Tudors<br/>Magic Middle: Tudor house building<br/>Fabulous finish: Tudor day<br/>Careers links- Explore the range of jobs on offer at the Globe Theatre. <a href="https://plprimarystars.com/resources">https://plprimarystars.com/resources</a></p>   |  |  |                      |