

## DT



### - Tudor Houses

#### National Curriculum Links:

#### Pupils should be taught about:

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces.
- select from and use a wider range of tools and equipment to perform practical tasks accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

#### Learning Outcomes

- design and make a model of a Tudor house, using appropriate materials, tools and techniques
- recognise and describe the features of a Tudor house
- evaluate their finished work and say what they feel about it, techniques
- recognise and describe the features of a Tudor house
- evaluate their finished work and say what they feel about it.

## Religious Education

### - Christianity: Is Christianity still a strong religion 2000 years after Jesus was on Earth?

#### Learning Outcomes: (Northumberland Agreed Syllabus)

#### Children will:

- describe how people have influenced them in different ways and say why they think this happened.
- explain how they would like to be a positive influence on others.
- describe one way or more ways that Christianity seems to be a strong religion today and share their opinion.
- consider an opposing viewpoint.
- express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.

P4C: Is Christianity still a strong religion 2000 years after Jesus was on Earth?

## Foreign Languages



### - French: Le Petit Thomas

#### National Curriculum Links:

#### Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding.
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- read carefully and show understanding of words, phrases and simple writing.
- appreciate stories, songs, poems and rhymes in the language

#### Learning Outcomes:

#### Children will be able to:

- understand a short story containing familiar vocabulary
- match text and pictures from the story
- write short phrases to accompany display work

## THE TERRIBLE TUDORS



## Physical Education

### - NUF: Football and Gymnastics

#### National Curriculum Links:

#### Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## History

### - Extended Chronological Study - Tudors

#### National Curriculum Links:

#### Pupils should be taught about:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- a significant turning point in British history

#### Learning Outcomes:

#### Children will:

- find out who the Tudors were and place them in British history.
- explore the differences between the rich and the poor in Tudor times, including foods, homes and clothing.
- summarise what we have learnt about the lives of rich and poor Tudors.

### Outdoor Learning Opportunities

#### History:

- Making Medieval toothpaste from natural ingredients.
- Create their own coat of arms (based on a Tudor Rose) using natural materials.

## PSHE

### - Jigsaw: Healthy Me

#### National Curriculum Links:

#### Pupils should be taught to:

- explain different roles that food and substances can play in people's lives.
- explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.

## Mastery English

#### RE:

Write a newspaper/news article giving at least two arguments for and against Christianity still being a strong religion.

## Mastery Maths

#### History:

Place the Tudors on a timeline and organise Tudor events chronologically

## Maths

National Curriculum Links: (*White Rose*)

Year 5 – Fractions, Decimals and Percentages

Pupils should be taught to:

- 3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.
- 3F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency).
- 3F-3 Reason about the location of any fraction within 1 in the linear number system.
- 3F-4 Add and subtract fractions with the same denominator, within 1.
- 4F-1 Reason about the location of mixed numbers in the linear number system.
- 4F-2 Convert mixed numbers to improper fractions and vice versa.
- 4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.
- compare and order fractions whose denominators are all multiples of the same number.
- identify, name and write equivalent fractions of a given fraction.
- recognise mixed numbers and improper fractions and convert from one form to the other.
- add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- multiply proper fractions and mixed numbers by whole numbers.
- read and write decimal numbers as fractions.
- recognise and use thousandths and relate to them as tenths, hundredths and decimal equivalents.
- round decimals with two decimal places to the nearest whole number and to one d.place.
- read, write, order and compare numbers with up to three decimal places.
- solve problems involving number up to three decimal places.
- recognise the percent symbol and understand that per cent relates to number of parts per 100
- solve problems which require knowing percentage and decimal equivalents.



## Maths

National Curriculum Links:

Year 6 – Converting Units of Measure, Perimeter, Area and Volume

Pupils should be taught to:

- 5G-2 Compare areas and calculate the area of rectangles (including squares) using standard units.
- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- recognise, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three dp.
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa.
- recognise when it is possible to use formulae for area and volume of shapes.
- calculate the area of parallelograms and triangles.
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cm<sup>3</sup>, m<sup>3</sup> and extending to other units (mm<sup>3</sup>, km<sup>3</sup>)

*Continued from Spring 1: Year 6 – Algebra & Ratio*

- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.
- Enumerate possibilities of combinations of two variables
- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
- Solve problems involving similar shapes where the scale factor is known or can be found.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

## Music

- Charanga: Fresh Prince of Bell Air

National Curriculum Links:

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

## Computing

- Scratch: Animated Stories

National Curriculum Links:

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Learning Outcomes:

Children will be able to:

- create appropriate animations.
- structure and control the timing of events
- control when objects need to be visible.
- sequence events to create a story narrative.
- add voice sounds to enhance an animated story.
- add interactive user features to a scene or story.



## English

### - Historical Play Script & Drama: MacBeth by William Shakespeare

#### National Curriculum Links:

#### **Pupils should be taught to:**

##### **Maintain positive attitudes to reading and understanding of what they read by:**

- continuing to read and discuss an increasingly wide range of fiction, non-fiction and reference books or textbooks;
- reading books that are structured in different ways and reading for a range of purposes;
- preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience;
- increasing their familiarity with a wide range of books (Shakespearean texts)

##### **Understand what they read by:**

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;
- asking questions to improve their understanding;
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying with evidence;
- identifying how language, structure and presentation contribute to meaning;
- distinguish between fact and opinion;
- participate in discussions about books that are read to them and those they can read to themselves, building upon their own and others' ideas and challenging views courteously;
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary;
- provide reasoned justifications for their views.

#### **Writing - Pupils should be taught to:**

##### **Plan by:**

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

##### **Draft and write by:**

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;
- using a wide range of devices to build cohesion within and across paragraphs;
- precisising longer passages;
- using a wide range of devices to build cohesion within and across paragraphs;
- using further organisational and presentational devices to structure text and to guide the reader.

##### **Evaluate and edit by:**

- assessing the effectiveness of their own and others' writing;
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;
- ensuring the consistent and correct use of tense throughout a piece of writing;
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register;
- proof-read for spelling and punctuation errors.

#### **Handwriting and presentation - pupils should be taught to:**

- write legibly, fluently and with increasing speed.

#### **Spelling - pupils should be taught to:**

- use dictionaries to check spelling and meaning of words;
- use the first three or four letters of a word to check spelling, meaning or both these in a dictionary;
- use a thesaurus.

## Art (Sycamore)

### - Tudor Portraits

#### National Curriculum Links:

#### **Pupils should be taught about:**

- 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].

#### **Children will be able to:**

- explore Tudor portraits
- recreate a famous portrait of a Tudor monarch
- draw their own faces in proportion
- mix paint to create their own skin tone
- create a self-portrait in Tudor style.

### Core Books

- ✓ *Macbeth* by William Shakespeare (Play script)
- ✓ *A Shakespeare Story* by Andrew Matthews & Tony Ross
- ✓ *Macbeth* Shakespeare retold by Martin Waddell & Alana Marks
- ✓ *Mr William Shakespeare's Plays* Seven Plays presented by Marcia Williams

#### **Writing - vocabulary, grammar and punctuation - pupils should be taught to:**

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using expanded noun phrases to convey complicated information concisely
- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity
  - using brackets, dashes or commas to indicate parenthesis
  - using semicolons, colons or dashes to mark boundaries between independent clauses
  - using a colon to introduce a list
  - punctuating bullet points consistently

#### **Writing: vocabulary, grammar and punctuation - Curriculum Recovery (Years 3&4)**

- using a variety of conjunctions
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech