

English

Reading – Key texts: 'Whoso List to Hunt' by Thomas Wyatt, key historical Tudor texts

Developing pleasure and motivation to read. Comprehension skills focusing on KS2 key skills/content domains both during whole class reading and guided group reading.

Speaking and Listening – Performance of poetry and children's own writing, presentations of work, role play during drama and hot seating activities.

Writing Composition – Writing for different purposes, developing stamina, editing and checking work throughout.

Biography: Researching the life of Henry VIII before writing a biography of the famous man.

Newspaper reports: Researching, using different media, Anne Boleyn's last days and write a Tudor newspaper report based on her execution.

Persuasive letters: Imagining that we are Anne Boleyn in the Tower of London before our day of execution and need to write a letter to Henry VIII to persuade him to not behead us!

Poetry & Riddles: Creating our version of a Tudor riddle based on an everyday Tudor object.

Spelling: Half-termly spelling test based on Year 5 National Curriculum Spellings.

Grammar: Linked to the National Curriculum requirements for Years 5.

Handwriting: Children join and enhance the fluency and neatness of their writing. Emphasis on neat presentation and pride in all written work.

Art

Developing creativity using a variety of materials within the following contexts:

- Look at the portraits of Hans Holbein the Younger and have a go at creating our own.
- Make detailed observational sketches of Tudor costumes and jewellery.

French

- To learn vocabulary related to parts of the body and different colours of eyes and hair.
- To learn to say how old we are.

Religious Education

(According to Warwickshire and Coventry agreed syllabus for RE 2017)

Engaging pupils in enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Key Question: *If God is everywhere, why go to a place of worship?*

- Which places are special and why?
- What makes some places sacred?
- Why do people pray?
- Should religious buildings be sold to feed the starving?

Religions and Worldviews considered in this unit: Christianity, Hinduism and Judaism

Geography

Extend knowledge of the UK, Europe and the world; location and place knowledge; and significant human and physical features

- Compare maps from both Tudor and modern day London and discover where most Tudor people settled. Find out whether any features from Tudor London still remain today.
- Use different media to find out where Henry VIII lived during his lifetime.

Music

- Listen to courtly Tudor music. Identify the instruments they heard and describe how the music makes them feel.
- Listen to *Greensleeves* and its association with Henry VIII and Anne Boleyn.



Maths

Developing confidence and mental fluency with whole numbers, counting and place value. Using accurate mathematical vocabulary.

Multiplication and division

Fluent recall of tables to 12x - weekly mental games and practice; recognise and use square numbers and cube numbers and the notation for squared (²) and cubed (³); know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers; establish whether a number up to 100 is prime and recall prime numbers up to 19.

Decimals

Read, write, order and compare numbers with up to three decimal places; recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents; round decimals with two decimal places to the nearest whole number and to one decimal place; solve problems involving number up to three decimal places; recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction and as a decimal; solve problems that require knowing percentage and decimal equivalents.

Off with her Head!

Curriculum Plan - Spring 2 2019
Year 5 Mr Scarlett and Mrs Fade

Super Start: Tudor Sketching in Town.
'Fantastic Finish': Shakespeare's Schoolroom

Computing

UKS2 Online Safety Unit: Contact

- Know that they are responsible for reporting what upsets them and know when to report an incident.
- Understand that some Internet material is age related and the implication of ignoring such guidance.
- Be able to create a profile considering what is safe and not safe to share online.
- Understand the implications of inappropriate online behaviour and that bullying is unacceptable.

History

Develop chronological knowledge noting connections, contrasts and trends over time. Use historical terms, ask valid questions and construct informed responses

- Use a range of source materials to sequence a Tudor timeline from the Battle of Bosworth (1485) to the death of Elizabeth I (1603), explaining where the Tudors fit in our history.
- Exploring and researching Henry VIII and his six wives.
- Find out about Tudor crime and punishments!
- Find out why Henry VIII broke away from the Catholic church and explain his 'Great Matter'.
- Make character profiles for all of Henry's children (Mary, Elizabeth and Edward).

Physical Education

Developing movement skills, competence, agility and coordination individually and with others across a range of physical activity

Games – Invasion Games: Hockey

To continue to develop a range of strategies to apply in attacking and defending situations.
To develop an understanding of rules in sports and how to compete against opponents positively.
To develop confidence and competence in the skills of passing, dribbling, dodging, marking and shooting.

Dance – Miss Smith

To explore, improvise and combine movement ideas fluently and effectively.
To understand why dance is good for their fitness, health and wellbeing.
To understand how a dance is formed and performed.
To evaluate, refine and develop their own and others' work.



Design and Technology

Designing and making functional, purposeful appealing products and evaluating these

- Make a life-sized 3D model of Henry VIII (class project!)
- Tudor cookery

PSHE

Our 'Relationships' unit focuses on the following:

- exploring the feeling of embarrassment and how we might manage that feeling.
- understanding how others see us and how we would like to be seen by others.
- exploring forgiveness and consider when it would be appropriate to forgive.
- exploring friendships and when and how it might be appropriate to break friends with someone and consider that impact.

It also links clearly with our SMSC development.

British Values and SMSC

Developing an understanding of fundamental British values

Throughout the curriculum we will seek to promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Focus on the rule of law and balancing rights with responsibilities.