

Term	Autumn 1	Autumn 2
<b>Topic</b>	<b>Treason</b> <b>A journey through the Tudors beginning with Henry VII, through Henry VIII and his legacy and ending with the death of Elizabeth I and the end of the Tudor family.</b>	<b>The Golden Age of Discovery:</b> <b>A look at Tudor exploration and investigating the impacts. Specific links between Literacy, Art, Computing, History and RE.</b>
<b>Literacy</b>	<b>Treason</b> <b>Outcome 1: Writing a letter in role</b> <ul style="list-style-type: none"> <li>• Philosophy</li> <li>• Drama and art linked to understanding the characters</li> <li>• Write a diary entry</li> <li>• Write a letter in role</li> </ul> <b>Outcome 2: Write a persuasive text</b> <ul style="list-style-type: none"> <li>• Features of a persuasive text</li> <li>• Debate issues from the book</li> <li>• Write a persuasive text to Henry VIII persuading him to release William's father from prison</li> </ul>	<b>Text : Macbeth (Shakespeare)</b> <b>Outcome 1: Poetry</b> <ul style="list-style-type: none"> <li>• Philosophy</li> <li>• Exploring main themes in the story</li> <li>• Writing shared poems</li> <li>• Using poetry to express emotions</li> </ul> <b>Outcome 2: Write a section of the story as a play script</b> <ul style="list-style-type: none"> <li>• Investigate plays through drama</li> <li>• Design and describe settings</li> <li>• Write a newspaper article to understand an event in the story</li> <li>• Act out play scripts in theatres</li> </ul>
	Consistent focus on grammar and including the National Curriculum Appendices for spelling, vocabulary, grammar and punctuation	
<b>Maths</b>	<b>Calculation</b> <ul style="list-style-type: none"> <li>• Place value</li> <li>• Number sequences</li> <li>• Rounding</li> <li>• Roman numerals</li> <li>• Written methods of the 4 operations (Addition, Subtraction, Multiplication, Division)</li> <li>• Mental methods</li> </ul>	<b>Shapes and measure</b> <ul style="list-style-type: none"> <li>• Transforming shapes</li> <li>• 2-d regular and irregular shapes</li> <li>• 3-d shapes</li> <li>• Measure and draw angles</li> <li>• Averages</li> <li>• Time</li> <li>• Length, mass and capacity</li> <li>• Area and perimeter</li> <li>• Problem solving</li> </ul>
<b>Science</b>	<b>Forces</b> <ul style="list-style-type: none"> <li>• Gravity and Galileo</li> <li>• Air resistance</li> <li>• Water resistance</li> <li>• Friction</li> <li>• Mechanisms that increase force</li> </ul>	<b>Properties and changes of materials</b> <ul style="list-style-type: none"> <li>• Investigating artifacts to identify their properties</li> <li>• Devise scientific questions about the usefulness of materials</li> <li>• Reversible and irreversible changes (including melting, burning, chemical reactions such as mixing vinegar and bicarbonate of soda)</li> <li>• Dissolving</li> </ul>

	<p><b>Key skills will include</b>  Identifying scientific evidence that has been used to support or reject arguments  Developing the skills of scientific enquiry (eg measuring, recording data, recognizing and controlling variables)</p>	<ul style="list-style-type: none"> <li>• Separating</li> <li>• Investigating the permeability of materials to make a boat</li> </ul>
<b>SRE</b>	<b>SRE will be covered in the Spring term</b>	<b>SRE will be covered in the Spring term</b>
<b>Computing</b>	<p><b>Word processing skills</b></p> <ul style="list-style-type: none"> <li>• Using Word</li> <li>• Safe internet use</li> <li>• Effective use of search engines including Google</li> </ul>	<p><b>We are artists</b></p> <ul style="list-style-type: none"> <li>• Create tessellations using Inkscape</li> <li>• Program geometric art in Scratch</li> <li>• Use Inkscape to create mandalas using tessellating geometric shapes</li> </ul>
<b>Art</b>	<b>Art objectives to be covered in Autumn 2</b>	<p><b>Create a Tudor style self-portraits with children wearing Tudor hats they have designed in DT</b></p> <ul style="list-style-type: none"> <li>• Investigate symbolism in Tudor Portraits</li> <li>• Look at the role of the artist in Tudor times</li> <li>• Developing drawing skills through portraiture. Using both close observation and understanding of proportion to make both tonal and linear studies of facial features, portraits and self-portraits.</li> <li>• Research the colours used in Tudor portraits. Experimenting with mixing paint in order to recreate these colours</li> <li>• Plan composition of painting using Tudor portraits as a guide</li> </ul>
<b>DT</b>	<p><b>Design and make a Tudor hat</b></p> <ul style="list-style-type: none"> <li>• Look at and evaluate existing hat designs especially from the Tudor period</li> <li>• Design our own hats</li> <li>• Make hats using sewing skills from our designs</li> <li>• Evaluate our hats according to design criteria</li> </ul>	<b>DT objectives to be covered in Autumn 1</b>
<b>History</b>	<p><b>Tudor chronology</b></p> <ul style="list-style-type: none"> <li>• Henry VII's rise to monarch including the Wars of the Roses</li> <li>• Henry VIII and his wives and children</li> <li>• Religious changes in Tudor times including the split from the Catholic church</li> <li>• Elizabeth I – a powerful woman</li> </ul>	<p><b>Tudor Exploration</b></p> <ul style="list-style-type: none"> <li>• Global exploration beginning in Europe</li> <li>• Discoveries by Spain</li> <li>• Beginnings of importation and trade</li> <li>• Pirates vs privateers</li> <li>• Create treasure maps</li> </ul>
<b>Geography</b>		

PE	<b>Indoor</b> Yoga/stretching and relaxation <ul style="list-style-type: none"> <li>• Build on techniques for relaxation</li> <li>• Create a sequence of yoga positions</li> <li>• Give and receive feedback on our sequences</li> <li>• Use feedback to improve</li> </ul>	<b>Outdoor</b> Netball <ul style="list-style-type: none"> <li>• Learning and practicing passing skills</li> <li>• Learning and practicing dodging skills</li> <li>• Learning and practicing shooting skills</li> </ul>	Indoor Dance <ul style="list-style-type: none"> <li>• Retell part of the story of Macbeth through free movement and dance</li> <li>• Work collaboratively in a group</li> <li>• Practice and perform our dances</li> <li>• Evaluate and reflect on our performances</li> </ul>	Outdoor Netball <ul style="list-style-type: none"> <li>• Learning the formal rules of netball</li> <li>• Applying our previously learned skills</li> <li>• Building towards a full game at the end of the half term</li> </ul>
Music	<b>GET INTO THE GROOVE 1</b> <ul style="list-style-type: none"> <li>•Vocal tuning &amp; keeping a beat</li> <li>•Reading rhythm notation (Solfa).</li> <li>•Music &amp; singing games for musicianship.</li> </ul>		<b>CHRISTMAS PRODUCTION</b> <ul style="list-style-type: none"> <li>• Y5 to rehearse principle roles</li> <li>• Singing and performing in solo and ensemble contexts</li> <li>• Using voices with increasing control, expression and accuracy</li> <li>• Singing songs in two parts</li> <li>• Understanding the Christmas story and its place in Christian culture</li> </ul>	
RE	<b>Christianity (Unit 9)</b> <ul style="list-style-type: none"> <li>• Leading a Christian life</li> <li>• God’s presence in the lives of Christians</li> <li>• Significant events in the life of Christians</li> <li>• The lives of famous Christians</li> </ul>		<b>Buddhism (Unit 4)</b> <ul style="list-style-type: none"> <li>• The Sangha – the Buddhist community</li> <li>• Meditation</li> <li>• The lives of monks and nuns</li> <li>• Places of Buddhist pilgrimage</li> <li>• Buddhist festivals</li> </ul> <b>Christianity:</b> the commercialisation of Christmas	
PSHE	<b>New beginnings</b> <ul style="list-style-type: none"> <li>• Create and set up a new kingdom in the classroom linked to the Kilmore Child qualities</li> <li>• Rights and responsibilities</li> <li>• Circle time focusing on new experiences</li> <li>• What is the difference between a subject and a citizen?</li> <li>• Collaborative activities</li> <li>• Wellbeing and mindfulness</li> </ul>		<b>Fairness in the wider world</b> <ul style="list-style-type: none"> <li>• Continue relaxation techniques</li> <li>• Circle time</li> <li>• Exploration or invasion?</li> <li>• Fair trade</li> </ul>	
MFL	<b>All about me</b> <ul style="list-style-type: none"> <li>• Practise introducing ourselves and asking questions</li> <li>• Discuss our families and interests</li> </ul> Practise and use vocabulary for dates, days of the week and months of the year to discuss birthdays		<ul style="list-style-type: none"> <li>• Compass points</li> <li>• Constructing sentences</li> <li>• Christmas stories, songs and greetings</li> </ul> Names of countries, leading to discussing holidays and where we are from	

**Visits and Events**

Golden Hinde linked to Tudor topic

Storytelling workshop