Key texts
Macbeth – A Shakespeare Story – Andrew Matthews. Treason – Berlie Doherty.

Tudor

How did the Tudors shape the modern world?

Enrichments
Visit to Tatton Park for Tudor Experience Day. Create a performance of Macbeth to perform for parents and the rest of the school.

	Word of the week Spring 1 Spring 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
reminiscent prophecy	intervene literally	source spirit	villainous permanent	cynical structure	merge self-conscious	exacerbate tragedy

	What will I know?	How will I learn it?	Vocabulary
History	Use primary and secondary sources. Record and communicate knowledge in different forms. Study different aspects of life of different people – difference between men and women. Relate current studies to previous studies. Compare accounts of events from different sources and offer reasons for different versions of events. Examine causes and results of great events and the impact on people. Compare life in early and late times studied.	Who were the Tudors ? What is the difference between lives of rich and poor Tudor? What evidence we have from the past tells us about the Tudors? How does Tudor houses compare to Roman houses in our locality? Who was Henry VIII and how did he affect the local area? How did reformation affect religion in Britain? What was life like in Elizabethan England compared to Henry the Eighth's reign?	Catholic, Protestant, Tudor Rose, War of the Roses, reformation, Henry VIII, farthingale, scythe, corset, ruff, civilization, innovation, invention, modern world, Thornton Hough, St Hilary's Church, Speke Hall.

	Compare an aspect of Tudor life with the same aspect of MM.	How did the Tudors celebrate in Speke Hall compared to today?	
Geography	Identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day (Science space topic – stand alone topic). Know about the physical features of coasts and begin to understand erosion and deposition. Know and describe where a variety of places are in relation to physical and human features.	What did a Tudor village look like? What did Moreton look like in Tudor Times? How has Moreton's coastline changed since Tudor times? What do the physical and human features of Moreton tell us about life in Tudor times?	County, region, country, time zone, physical and human features, erosion, deposition, coastline,
Art / DT	**<u>Theme: Tudors in our Town</u>** ● **Focus: DT – Textiles (Use all stitches to combine fabric shapes)** - Medieval weaving ● **Focus: drawing/ painting** - Tudor portraits ● **Focus: DT – Mechanism (pulleys/gears)** - Links through science. **Focus artist/designer –** Historical portraits through time. **Craft Makers:** weavers	Creating Tudor style flags using a variety of different stitching types and fabric shapes. Draw and paint Tudor portraits. Research, plan, design, make and evaluate a product that uses pulleys or gears linked to Tudor times. Children can create own ideas within set parameters.	Cross stitch, running stitch, bastin stitch, back stitch, hemming stitch, sketch, shading, tone, texture, blend, plan, design, technology, plan, product, data, construct, produce, evaluate. fabric, colour, pattern, shape, texture, glue stick, scissors, sew, needle, felt, hessian, scraps, wool, yarn, thread, fur, tweed, silk, satin, net, weave, mixed media, collage, applique, layers, combine, opinion, tie-dye, natural, synthetic, bunching, dip, soak, resist, stitching, embroidery, cross stitch, running stitch, stem stitch, shrunken, matting, daub, emblem, motif, ornamentation, geometric, stylised, abstract, fray, taffeta, organza, embellished, manipulated, warp, weft, replicate, soft sculpture, secondary (colour), light, dark, thick, thin, tone, warm, cold, shade e.g. different shades of red, green, blue, yellow, bright, pointillism, colour wash, background, abstract, natural, bold, delicate, detailed, colour descriptors, (e.g. scarlet, crimson, emerald, turquoise), watery, intense, strong, translucent, tint, foreground, middle-ground, scenery, rural, urban, townscape, seascape, landscape, representational, imaginary, impressionist, idealised, swirling, stippled, transparent, opaque, horizon, traditional, modern, splattered, dabbed, scraped, dotted, stroked, textured, flat, layered

Computing	Coding. Understand what variables and procedures are in real life. Know when the input is changed, the output is also changed. Know what 'and' 'or' and 'not' code blocks are. Know what events are. Know that devices must agree on security, speed and style of connection before they can transmit data. Know that this is called a handshake signal. Know that data is sent in packets to help with cyber security and error correction. Google slides/docs Adobe Spark Page To use modelling software Use of Google Earth. Google science	Debugging with Laurel. 1 weekly lesson using IPADs focusing on Video Editing (splicing and Imotion) –Animate the way the planets orbit the sun. . Create a fact file on Henry VIII. First, plan the layout of the page, then write content and place it within page. Use spell check tools and have a friend evaluate. Creating a non-linear presentation – creating an interactive timeline. At the end of each topic, children create a Google Forms quiz for their friends to complete. Data from this could be used in other projects Create a website about Henry the VIII. Explore Stratford Upon Avon and find out why it is famous. Create a game that simulates the movement of the planets (Space).	Debugging, programming language, command, algorithms, programme, input and output, code blocks, devices, handshake signal, Video editing, splicing, Imotion, non-linear presentation, buttons, slides, google slides, data, layout, content, evaluate

		Children record temperature on a sunny day. Export the results and compare with previous years for context	
Music	**Foci**:1) Key & Time signatures 2) Chords **Core pieces:**1) Forever always – Mpuni Dhalamini 2) Star Wars 4 Williams **Key Styles**: 1) South African Pop, 20th & 21st C Orchestral, 2) Reggae, Pop, 20th & 21st C Orchestral.	**Singing:** Sing a second part in a song, 3- part songs Self-correct if lost or out of time. Identify 2/4, ¾, 6/8 & 5/4 **Listening:** Identify the musical style of the piece. Discuss the structure: verse, chorus, bridge, repeat, improve, call & response and AB form **Composing:** Use simple structures (intro, verse, chorus, AB, ABA)and a wider range of dynamics. Use major & minor tonality, and full scales **Perform** in mixed ensembles, including a school orchestra.	Phrasing, ensemble, fortissimo, pianissimo, mezzo, forte, mezzo piano, ternary form, binary form, triad
Science	**Light (Earth and Space):** Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth. Describe the sun, Earth and moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky **Forces and Electricity:** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	Weekly 1hr 30 lessons for Science Vocabulary check list Assessment at end of unit Using science snapshots to recap/explain what the children have learned weekly at the beginning of a science lesson. **Introduction to the universe:** Vocabulary checklist and unit cover. Look at developing an understanding of the universe. **The solar system: W.S –** Name and order the planets in the universe and use a mnemonic to help remember. Research a planet of choice and describe it. **The moon and other celestial bodies: W.S –** Recap the planets mnemonic. Explain different objects in the universe. Describe the different phases of the moon. **A day on earth: W.S –**Discuss key vocabulary (spherical, axis, day, year, orbit. Create and	Phases of the moon, waxing, waning, crescent, first, new, eclipse, earth, planets, movement, solar system, universe,mnemonic, seasons, forces, push, pull, gravity, air resistance, water resistance, friction,levers, pulleys, mechanisms.

	Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	model the movement of the Earth with objects. Children write their findings. **The seasons: W.S –** Develop children's understanding of the seasons and why the sun appears at different heights throughout the year. **The Universe and astronomers: W.S –** Research and describe the thoughts and ideas of scientists of the past and what we know today **Recap Forces from previous year –** describe what push and pull is, giving examples. Investigate outside or in the classroom for things you can push and pull **Forces: W.S –** Develop understanding of force and describe what happened when you apply force to something. Using a bike, trike demonstrate how you can speed up or slow down and change direction. Describe what happened in a paragraph. **Friction: W.S –** Develop an understanding of friction, describe some of the effects of friction and investigate how friction can change on different surfaces. **Air resistance W.S –** Further develop an understanding about forces and air resistance, describe gravity as a force and collect results and conclude findings around an air-resistance investigation(parachutes) **Theory of Gravity W.S –** Develop an understanding of gravity and describe the force. Research and describe how scientists helped develop the theory of gravity. **Levers: W.S –** Develop an understanding of levers and recognise and describe how levers can be used to allow a small force to have a greater effect.Investigate how levers behave by creating a lever.	

		Pulleys: W.S – Develop an understanding of pulleys as simple machines. Investigate What a pulley is and its advantage by making a simple pulley.	

	What will I know?	How will I learn it?

Maths sequences	identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers: establish whether a number up to 100 is prime and recall prime numbers up to 19 recognise and use square numbers and cube numbers, and he notation solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents compare and order fractions whose denominators are all multiples of the same number read, write, order and compare numbers with up to three decimal places round decimals with two decimal places to the nearest whole number and to one decimal place add and subtract fractions with the same denominator and multiples of the same number recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths read and write decimal numbers as fractions (e.g. 0.71 = / 71/100) recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100 as a decimal fraction multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams solve problems involving numbers up to three decimal places solve problems which require knowing percentage and decimal equivalence use the properties of rectangles to deduce related facts and find **missing lengths and angles** <u>Arithmetic/Mental</u>	MNP lessons – 5 lessons per week. Chapters 6-9 Daily fluency practise – mornings. Mental maths/Year 6 ready lesson – once a week. Times tables testing – half termly and teaching. Times tables practise daily/weekly.

			Mental methods taught from Year 5 progression document – then practise through daily fluency sessions.
English sequences	<u>GPAS</u>	Parenthesis Commas, Brackets and dashes, Expanded noun phrases Tenses – Perfect form of verb to mark relationships of time and cause.	Weekly discrete lesson for grammar
	<u>Reading</u>	VIPER questions once a week. Reading for pleasure 1:1 Reading Whole class read for English ½ termly reading assessment on accelerated reader.	Once a week Daily timetabled reading sessions Once a week Daily reading session

	<u>Writing</u>	I can write a prediction based on the front cover. I can rewrite a scene from Macbeth into modern English. I can write a letter from Macbeth to Lady Macbeth I can write a persuasive speech (Should Macbeth be King) I can write a character description I can write a persuasive letter I can write a recount I can write a non-chronological report on Henry the eighth. Poetry: Shakespeare Sonnets and rhyming poem based on the Song of the Witches (Macbeth)	Write a prediction on what the book is about. Children to read and act out a scene from Macbeth and write a modern version. Children to write a for and against speech on whether Macbeth should be king. Write a character description of Lady Macbeth. Write a recount Write an information piece on Henry the Eighth. Read and write a sonnet using iambic pentameter. Write a poem based on the Song of the Witches.
	Vocab/Spelling	Teaching of scode spelling scheme, baseline test and follow up test.	Using the ppt and worksheets - 20 minute lesson, 4 times a week.