



Bevendean Primary School

Curriculum

Year 5 Autumn framework

Topic focus: The Tudors

English

National Curriculum Aims for Year 5

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Learning this term

Learning this term is linked to The Tudor era and starts with the children watching a short section of a DVD to gain some background knowledge. They then learn part of a script, which gives them information about Henry VII and his reign, prior to studying Henry VIII. They perform the script in role as Tudors.

To begin the term, the children are learning to write in the style of a significant author, Terry Deary. The children read and analyse his writing, exploring his work to find out how he uses language to bring texts alive. They then write their own stories in the style of Terry Deary.

This unit of work is followed by a non-fiction unit. Biographies are read and analysed to support knowledge acquisition. The children study biographical accounts of Henry VIII and his six wives, where they develop their historical knowledge as well as learning about the features of biographical writing. They learn about Henry's wives individually and biographies about Catharine of Aragon are written using the 'Talk for Writing' process.

After the half term break, the children are learning how to write persuasively. Through Talk for Writing, the children design and sell their own video game to Sony. They extract the useful features of persuasive writing from a PS4 advertisement example. Through the study of a range of different persuasive texts, the children learn the different techniques and language features that will enable them to persuade King Henry VIII to swap his usual beheading tool for their more modern devices.

Following Tudor Week, the children will begin a fiction unit that focuses on the work of William Shakespeare where they will learn how to write a journey tale inspired by *A Midsummer Night's Dream*.

In the final week, the children will be looking at the work of the famous Tudor play write and poet, William Shakespeare. They will learn how to write their own sonnet and will perform these across year 5.

Mathematics

National Curriculum Aims for Year 5

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Learning this term

Mathematics is taught through investigations such as Tudor Soldiers, Tudor Stew and Henry and Anne's Date, which require the children to use, develop and apply a range of skills. These include number place value, addition, subtraction, area and perimeter and weights and measures.

The investigation, 'Tudor Soldiers', poses the problem: 'How far did Henry VIII have to travel to reach the Battle of Bosworth?' To solve the problem, the children make mini soldiers by scaling down their own size and use these to re-enact the march to Bosworth using a map, which is also scaled down.

Henry and Anne's Date is an investigation based on given facts, such as Henry has every third night free, Anne has every fourth night free etc. to see if they will ever meet.

Links are made to DT when the children solve the problem of how to prepare and cook Tudor stew using the cheapest ingredients. They are given a budget, a list of ingredients and the prices of three different shops and they have to work out the cheapest option. Some shops offer discounts in percentages and 'buy one get one free' offers! When the problem has been solved, the children prepare and cook the stew for parents to enjoy!

Science

National Curriculum Aims for Year 5

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Living things and their habitats

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Animals including humans

- describe the changes as humans develop to old age.

Properties and changes of materials

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

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

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- 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.

Learning this term

Science skills and knowledge relating to the process of reproduction in plants and exploring seed dispersal are developed using David Attenborough's 'The Private Life of Plants' DVD. The DVD is used as introductions to lessons and linked to work in DT, where the children apply their knowledge of seeds and dispersal by planning and designing a seed and testing how effective it is.

The children work on a project based on the reproductive system of a plant. During the project they gain knowledge by researching and dissecting plants. They create posters to present to the class.

The children also compare reproductive cycles of mammals, birds and insects. This involves learning about each type of cycle through the use of websites, DVDs and books.

History

National Curriculum Aims for Year 5

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key stage 2

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Learning this term

The children learn about the Tudors and develop historical enquiry skills during English, RE and History lessons. They use a variety of resources, such as articles, book extracts and current website extracts, to understand the validity of historical sources and gain knowledge of the chronology. They use the information to write a biography and a story in the style of Terry Deary.

A trip to Hever castle helps children to gain historical perspective through an in-depth look at its history and the people that lived there. Through this visit the children gain an insight into social history, architecture, art history and they deepen their understanding of the Tudor period.

During Tudor Week and the previous weeks, the children will focus on a key aspect of Tudor life. They will research and produce an engaging presentation, which they will deliver to their year 5 peers and parents during Tudor Week. This will be focused on areas such as crime and punishment, Tudor fashion, Tudor housing and food.

Following Tudor Week, the children will learn about Mary I and Elizabeth I and their reigns. Lastly, the children will gain a deeper insight into the Tudor period through a close look at the Spanish Armada.

Design and Technology

National Curriculum Aims for Year 5

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Key stage 2

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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

Evaluate

- 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
- understand how key events and individuals in design and technology have helped shape the world

Learning this term

The children work independently on a research project, which is shown to parents during 'Tudor Week.' Following their visit to Hever Castle, the children choose their project content, which may include work relating to Tudor houses, weapons and castles. They plan, design, create and evaluate the objects they have produced, which forms part of their final presentation.

Links are made to mathematics, when the children solve the problem of how to prepare and cook Tudor stew using the cheapest ingredients. When they have solved the problem, they

prepare and cook stew which is presented to parents during the celebration day. During Tudor Week the children will also learn how to sew Tudor nosegays with lavender.

Art

National Curriculum Aims for Year 5

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 2

- 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]
- about great artists, architects and designers in history. – Turner 'Rain and Steam' and William Morris designing and making wallpaper in the style W.M

Learning this term

The work of Hans Holbein, a German artist and printmaker who worked in a Northern Renaissance style, is studied this term. He is best known as one of the greatest portraitists of the 16th century. The children use his work as a stimulus to improve drawing and painting techniques, using a variety of media, which they apply to a life drawing of King Henry VIII (Ms. Vaughan will be dressed as King Henry VIII).

Modern Foreign Language

National Curriculum Aims for Year 5

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Learning this term

The children's understanding of the French language and culture is developed as they learn vocabulary and short phrases related to the weather. They learn vocabulary through games and songs and practise using their knowledge of phrases and sentences in spoken situations.

The teaching provides an appropriate balance of spoken and written language and enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters. The focus of study in French is on practical communication.

Computing

National Curriculum Aims for Year 5

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Key stage 2

- 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
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Learning this term

The children learn how to select, use and combine a variety of software, including internet services on a range of digital devices to design and create a range of programs. They become photographers, learning how to use digital photography and photo editing.

PSHE

National Curriculum Aims for Year 5

The national curriculum for personal, social, health, economic and citizenship education aims to ensure that all pupils:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore clarify and if necessary challenge their own and others values, attitudes, beliefs, rights and responsibilities
- opportunities to learn and practice the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
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Learning this term

The topic this term is 'New Beginnings', during which the children spend time getting to know their teacher. They revisit the school rules and use these to create a class charter. In October, children learn about the differences and diversity in our community and wider Britain. Black History Month is also celebrated. Children explore the 'I Have a Dream,' speech by Martin Luther King and create dreams of their own for their country and community. They record these on dream bubbles and display them together with collage artwork they have designed. Through discussion and creating thought showers of famous black people, children then choose a figure they would like to find out more about and share with their school community. They research their chosen person, specifically finding out about the following: their faith, culture, how they were initially resisted and not tolerated by those around them, and how they became significant and accepted.

In November, all school members actively take part in National Anti-Bullying Week. This year, Anti-Bullying Week is calling on children and young people, schools, parents and carers to come together and take action to stop the bullying of ALL children and young people - including disabled children and young people and those with special educational needs. A series of whole school activities are planned culminating in the school gathering together and sharing their continued commitment and support for each other.

Physical Education

National Curriculum Aims for Year 5

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Key stage 2

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Learning this term

During PE lessons, the children play competitive games and work on improving the skills of running, jumping, catching and throwing. Whilst taking part in team games such as rugby, netball and dodgeball, the children learn the basic principles of attack and defence. The children attend St. Luke's Swimming Pool and are taught water confidence and safety and to swim competently over a distance of at least 25 metres, use a range of strokes, such as front crawl, backstroke and breaststroke effectively.

Religious Education

National Curriculum Aims for Year 5

The local authority curriculum for religious education aims to ensure that all pupils:

- develop their knowledge and understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers
- explore those aspects of human experiences which give rise to spiritual awareness and fundamental issues about beliefs and values.

Learning this term

The children learn about the role of religion in historical, cultural, literary and social development through links to the Tudors. The aim is to teach tolerance and respect for different beliefs and religions through understanding.

The children begin the term by learning about the Catholic religion. They demonstrate what they already know about the Catholic faith and then look at who works in the church. The children learn about Communion: a church service in which peace and bread, blessed by the priest, is offered. The children discuss the symbolism of eating the bread and learn that, during this time, Christians remember the Last Supper. This work is supported by Mrs Soudain, who creates opportunities for the children to experience Communion through role play.

The children then learn about why and how Henry VIII decided to create the Church of England and how the Gunpowder Plot links with this. They learn that, in 1605, a group of disaffected Catholics plotted to assassinate King James I by blowing up the House of Lords, hoping to restore Protestant England to Catholicism and end the persecution of their faith. A comparative study of the similarities and differences between these two religions and how people were affected during Tudor times is carried out.

Music

National Curriculum Aims for Year 5

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key stage 2

- 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
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Learning this term

Through the Charanga programme, the children will be taught to listen and understand directions, to recognise different styles of music and to understand the history of music. We are focusing on 'The Bells Ring Out' for this half term which will incorporate a variety of Christmas themed songs. The children will learn about rhythm, tone, pitch and using their voice within a group ensemble.