YEAR GROUP:	TERM: Summer 1	TITLE: Off With Her Head – The Tudors
ENGLISH	MATHS	SCIENCE
Titanium – Film Inspired Writing **Poetry – Narrative Poetry** **Reading** identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from nonfiction **Writing Composition** in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ensuring the consistent and correct use of tense throughout a piece of writing **Writing - vocabulary, grammar and punctuation** Commas Using commas to clarify meaning or avoid ambiguity in writing Cohesion Devices to build cohesion within a paragraph Link ideas across paragraphs using adverbials of time, place or tense choices **Handwriting** choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task	**Number: Fractions (inc decimals and percentages)** recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (appears also in Equivalence) 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 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 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 > 1 as a mixed number (e.g. 2/5 + 4/5 = 6/5 = 11/5) 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 equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25. **Geometry: Properties of Shapes** identify 3-D shapes, including cubes and other cuboids, from 2-D representations	**Earth & Space** Name the eight planets of the solar system and describe their position and movement relative to the Sun and neighbouring planets. Describe what a moon is, how they maintain an orbit around a planet and which planets in our solar system have them. Describe the key force responsible for planets being spherical. Explain day and night using the Earth’s rotation, correct terminology and a model if required. Explain how the Earth’s ‘position’ affects day length. Use simple mode of communication to justify their conclusions on a hypothesis. Begin to recognise how scientific ideas change over time

	draw given angles, and measure them in degrees (o) use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal sides and angles know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles identify: angles at a point and one whole turn (total 360o) angles at a point on a straight line and ½ a turn (total 180o) other multiples of 90o	

COMPUTING	RE	PE
Radio Station Judge what sort of privacy settings might be relevant for reducing different risks Judge when to answer a question online and when not to	**Sikhism** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	**Gymnastics** Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength.
FRENCH	PSHE	MUSIC

Describe the actions of a person or object using appropriate words and phrases Listen to, learn by heart and respond to songs, poems or stories and listen for certain details, information, repeated or rhyming words	**Relationships** Demonstrate respect and tolerance towards people different from themselves. Recognise that images and media portrayal are not always and accurate reflection of reality and can impact on peoples' feelings. Explain the consequences of peer pressure and bullying in different situations, utilising strategies for managing persuasion and coercion. Talk about how to resolve conflict, using the strategies of compromise and negotiation	**Recorders** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations Appreciate and understand high quality music, both live and recorded. Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing.

ART/DT	HISTORY	GEOGRAPHY

Tudor Fashions / Miniature Portraits Explain how a piece of artwork makes them feel, explaining views by reference to effects (e.g. colour and pattern). Compare and comment on ideas/methods/approaches in own and others' work (relating to context). Use cross-hatching to add tonal detail. Carve and sculpt materials using a range of tools and finishing techniques (e.g. sanding, etching and smoothing).	**Off With Her Head – The Tudors** Independently place historical events or change on a timeline, remembering key facts from a period of history studied. Use a range of local history resources to describe how an event (e.g. the Black Death) affected a local town or village. Explain why people acted as they did (e.g. why Henry VIII married many times in order to produce an heir to the throne). Make connections between two periods of history, to begin to develop historical perspective. Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world Describe how a significant individual or movement has influenced the UK or wider world. Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations. Independently place historical events or change on a timeline, remembering key facts from a period of history studied	**Off With Her Head – The Tudors** Explain how things change by referring to the physical and human features of the landscape. Name and locate counties and cities of the United Kingdom, identifying and describing their human and physical characteristics. Compare land use and geographical features on different types of maps.