



Lesson Breadth:

As writers:

- Rehearse all aspects of the punctuation and grammar curriculum.
- Identify the audience for writing.
- Choose the appropriate form of writing using the main features identified in reading.
- Plan, draft, write, edit and improve.
- Create vivid images by using alliteration, similes, metaphors and personification.
- Interweave descriptions of characters, setting and atmosphere with dialogue.
- Use the techniques that authors use to create characters, setting and plots.
- Interweave descriptions of characters, setting and atmosphere with dialogue.
- Choose effective grammar and punctuation.
- Ensure correct use of tenses throughout a piece of writing.
- Write sentences that include: relative clauses, modal verbs, relative pronouns, brackets, parenthesis, a mixture of active and passive voice, a clear subject and object, hyphens, colons and semi colons.

Texts:

Key Texts: The Tempest

As historians

The Terrible Tudors

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Give a broad overview of life in Britain from medieval until the Tudor and Stuart times.
- Describe the social, ethnic, cultural and religious diversity of past society.
- Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural).
- Use appropriate historical vocabulary to communicate.
- Learn about significant Tudor figures and their impact on life at the time.
- Contrast the way the Tudors lived to the way we live today.
- Be able to place the Tudor period on a timeline with other historical periods studied.

As mathematicians:

Shape-

- Measure and classify angles.
- Calculate angles.
- Understand properties of vertically opposite angles.
- Calculate angles in a triangle.
- Calculate missing angles in a triangle.
- Calculate angles in a quadrilateral.
- Calculate angles in polygons.
- Understand properties of circles.

Position and Direction

- Find points in the first quadrant-coordinates.
- Find points in the four quadrants - coordinates.
- Solve problems with coordinates.
- Translate shapes.
- Reflect shapes.

Statistics

- Be able to calculate the mean average.
- Interpret different graphs.
-

Revision of all topics covered - SATs preparation. Daily fluency practise.

As scientists:

- Ask relevant questions.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Identify differences, similarities or changes related to simple, scientific ideas and processes.

Electricity

- Describe the parts of an electric circuit and use recognised symbols when representing a simple circuit in a diagram.
- Explore voltage and its effects on an electrical circuit.
- Apply knowledge to identify and correct problems in a circuit.
- Investigate what affects the output of a circuit.
- Build a set of traffic lights.
- Apply knowledge of conductors and insulators.

<p>As readers:</p> <ul style="list-style-type: none"> • Read age-appropriate books with confidence and fluency (including whole novels). • Understand and explore the meaning of words in context. • Ask questions to improve understanding. • Draw inferences. • Make predictions from what is stated and implied. • Make comparisons within and across books. • Summarise and justify ideas. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence. • Discuss and evaluate how writers use language, including figurative language, considering the impact on the reader. • Compare and contrast ideas accurately. • Identify how language, structure and presentation contribute to meaning. <p>Guided reading: Clockwork – Philip Pullman</p>	<p>As computer experts:</p> <p>Programming A- Variables in Games</p> <ul style="list-style-type: none"> • Define a 'variable' as something that is changeable. • Explain why a variable is used in a program. • Choose how to improve a game by using variables. • Design a project that builds on a given example. • Use my design to create a project. • Evaluate my project. 	<p>As musicians:</p> <p>Theme and Variation (Theme: Pop Art)</p> <ul style="list-style-type: none"> • Explore the musical concept of theme and variations. • Compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'. • Use complex rhythms to be able to perform a theme. • Play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time. • Use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms. • Use Musical vocabulary correctly when describing and evaluating the features of a piece of music. 	<p>As citizens (PSHCE):</p> <p>Relationships</p> <ul style="list-style-type: none"> • Know that it is important to take care of my mental health. • Know how to take care of my mental health. • Help myself and others when worried about a mental health problem. • Understand that there are different stages of grief and that there are different types of loss that cause people to grieve. • Recognise when I am feeling those emotions and have strategies to manage them. • Recognise when people are trying to gain power or control. • Judge whether something online is safe and helpful for me. • Resist pressure to do something online that might hurt myself or others. • Use technology positively and safely to communicate with my friends and family
<p>Being physically active:</p> <p>Striking and Fielding</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situation (running, throwing, catching, passing, jumping and kicking etc...) • Work alone or with teammates in order to gain points. • Strike a bowled or volleyed ball with accuracy. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<p>As design technologists:</p> <p>Cams- automaton Toy (to be continued next term- actual making of the toy)</p> <ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). • Convert rotary motion to linear using cams. • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape. • Design with the user in mind, motivated by the service a product will offer. 	<p>Religious education:</p> <p>Theme: Life after death</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead a good life?</p> <p>Religion: Islam</p> <ul style="list-style-type: none"> • Consider what motivation means to me and consider how people can be helped when others are motivated to do good deeds. • Interpret some things the Qur'an says about life after death. • Say how instructions in the Qur'an can help Muslims lead a good life. 	<p>As linguists: (French)</p> <p>All in a day...</p> <ul style="list-style-type: none"> • Say a sentence to tell the time (o'clock, half past, quarter past and quarter to). • Understand and use the terms used for a.m and p.m • Tell the time in 24-hour time. • Read and interpret timetables in 24-hour times.

Key Vocabulary:	Tudor dynasty, monarch, medieval, legacy, Reformation, alliance, War of the Roses, Henry Tudor, Battle of Bosworth, exploration, expeditions, heir, rebellion, parliament, military, devout, civil war, prosperity, circuit, battery, electricity, resistor, variable resistor, dimmer switch, output, systematically, synchronised, signal, conductor, insulator, Allah, Qur'an, Akhirah, Jihad, $\frac{3}{4}$ time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, eccentric circle, automatically, fluency, automaton, inspiration, purpose, user, measuring, cutting, estimating, assembling, joining
------------------------	---

Curriculum Drivers:	Curiosity:	Knowledge of the wider world:	Aspirations:
	<p>Explore The Tudors</p> <p>When was the Tudor time period?</p> <p>Who were the Tudors?</p> <p>What impact did the Tudors have on us today?</p> <p>How was life different during the Tudor time period?</p> <p>How did the church change during the Tudor time period?</p> <p>How can insulators and conductors be put to good use?</p> <p>How do CAMs help to make an automaton toy move?</p>	<p>Understand how the Tudor period dramatically changed the church system in this country.</p> <p>Understand and recall some key and significant Tudor figures.</p> <p>Understand where in the world exploration took place in the time of the Tudors.</p> <p>Understand how the War of the Roses had a large impact on the creation of the Tudor era.</p>	<p>Explore jobs which use key skills we are learning about - historians, scientists, designers etc...</p> <p>Introduction of STEM opportunities.</p> <p>Aspire to make products which others can use.</p> <p>Aspire to make a toy for a younger child in school to enjoy.</p>