

Maths

By the end of this half term we will have covered:

Measures – metric and imperial
Data and statistics
Geometry – properties of shape
Measuring and drawing angles using a protractor
Calculating angles, drawing and decomposing shapes
Problem solving
Algebra
Ratio and proportion
Fractions, decimals and percentages

Art

We will be studying the work of famous artist Hans Holbein. We will be looking at using different art mediums to sketch and then paint portraits and then creating our own self-portraits based upon that theme.

Design and Technology

We will be designing and making our own picture frames to hang our portraits in from our art lessons. After this, we will be designing and making pop up books based around a Tudor theme. We will then move on to creating sewing and making lavender bags that would have been worn upon the wrist

Geography

In Geography we will look at the UK - naming and locating counties and cities. Physical and human features, topographical features, land use patterns and how all of this has changed over time. We will explore maps and the journeys of Tudor explorers.

History and Geography

To study an aspect or theme in British history beyond 1066- local history study- Bramhall Hall
We will be exploring Tudor monarchs, timelines, changes in Britain, food and leisure, crime and punishment, the break with Rome, Tudor explorers and their discoveries.

Science

This term we will be studying:

Animals and Humans

Changes in humans as they develop into old age. Puberty and gestation periods of animals and humans.

Living things

Classifying and sorting living things including micro-organisms, animals and humans. Vertebrates and invertebrates and the work of Carl Linnaeus



The Tudors Off With your Head!

English

During this topic we will be focusing on the following:

Non-chronological reports – The Tudor theatre, How to circumnavigate the globe- The Spice trade!

Historical Narrative

Explanation texts- Tudor inventions

Persuasive writing – visiting a historical place
Balanced arguments- to the guillotine or not?

Instructional texts – making lavender bags and cookery, Henry VIII apple recipes

Recounts of a step back in time to the Tudor era and being on board Francis Drake's ship- The Golden Hind

Shakespeare plays, performance and poetry

Reading

Our Class text: A historical novel called 'Treason' written by Berlie Doherty.
Guided Read A variety of Shakespeare plays and prose

Buxworth Values and Project 25

We will look at each of our Buxworth Values in detail and add to our 'Golden books'. We will focus in particular on Respect, entrepreneurial spirit, resilience, STEM, Compassion,

French

Languages will be covered using our new scheme – 'Language Angels'. During this term we will be learning to speak in sentences, use familiar vocabulary, phrases and basic language structures.

PE

PE- Outdoor- PAS-Games and fitness- Athletics

PE- Indoor- Dance- Tudor style, performance based– Pavan, Almains, Galliard

Class Visits or topic experience

We are hoping to visit Bramhall Hall or to have the History workshop team in for a Tudor Experience day

Computing

Using different computer programs and apps, we will be writing our own algorithms and debugging them to create games and computer code. We will also be making our own stop-motion videos based on Henry VIII's six wives.

Music

We will be looking at a variety of Tudor instruments before going on to listening and composing our own 'Tudor players' group using a set rhythm and pattern. We will also be learning by heart, a small selection of Tudor songs to be performed during school trip.

RE

We will be looking at festivals across a variety of religions and exploring the key question:
[What would Jesus do? \(U2.2\)](#)
[What does it mean to be a Muslim in Britain today? \(U2.6\)](#)
Taken from the Derbyshire agreed syllabus.

PHSE Safeguarding

We will be looking at :

[Difference and Diversity \(Y5\)](#)
[Being Me \(Y6\)](#)

English Objectives

Competent in the arts of speaking and listening, making formal presentations, participating in debate.

Acquire a wide range of vocabulary

Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

Develop the habit of reading widely and often, for both pleasure and information read easily, fluently and with good understanding

Articulate and justify answers, arguments and opinions

Gain, maintain and monitor the interest of the listener(s)

Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Reading all covered

apply their growing knowledge of root words, prefixes and suffixes

Increasing their familiarity with a wide range of books, including traditional stories, modern fiction, fiction from our literary heritage,

retrieve, record and present information from non-fiction

Writing all covered- plan draft evaluate- transcript and compose- SPAG

noting and developing initial ideas, drawing on reading and research where necessary

Spelling all covered

Write legibly, fluently with increasing speed.

RE Objectives

Derbyshire scheme

We will be looking at festivals across a variety of religions and exploring the key question of 'If God is everywhere, why go to a place of worship?' Taken from the Derbyshire agreed syllabus.

Maths Objectives

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

Solve problems by applying their mathematics to a variety of routine and -routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Read, spell and pronounce mathematical vocabulary accurately

Number- Number and place value

Number- Addition and subtraction

Number- Multiplication and Division

Number- Fractions, decimals, percentages

Measurement

Geometry- Property of shape

Geometry- Position and direction

Statistics

Ratio and proportion -Y6

Algebra-Y6

All aspects covered throughout

Art and Design Objectives

Become proficient in drawing, painting, sculpture and other art, craft and design techniques

Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Taught about great artists, architects and designers in history.

To evaluate and analyse creative works using the language of art, craft and design.

Languages Objectives

Understand and respond to spoken and written language from a variety of authentic sources

Listen attentively to spoken language show understanding by joining in and responding

Read carefully and show understanding of words, phrases and simple writing

Speak in sentences, using familiar vocabulary, phrases and basic language structures

Science Objectives

Planning different types of scientific enquiries- recognising and controlling variables

Taking accurate measurements using a range of scientific equipment
Recording data and results, using scientific diagrams and labels, tables, graphs etc

Using test results to make predictions
Reporting and presenting findings and results- in oral and written form
Identifying scientific evidence that has been used to support or refute ideas/arguments

Living things and their habitats

Pupils should be taught to:

. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals

. Give reasons for classifying plants and animals based on specific characteristics and adaptation may lead to evolution

. Be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided.

Through direct observations where possible, they should classify animals into commonly found invertebrates

. find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.

Animals including humans

Pupils should be taught to:

.Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

.Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

describe the ways in which nutrients and water are transported within animals, including humans

.Exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

History Objectives

Gain historical perspective by placing growing knowledge into different contexts, understanding the connections between local, regional, national and international history; cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

know and understand the history of British isles- from the earliest times to the present day:

how people's lives have shaped this nation and how Britain has influenced wider world—Spice Trade

Francis Drake- Spanish Armada
To know and understand significant aspects of history of the wider world; the expansion and dissolution of empires and monasteries!

A Local History study- Bramhall Hall

study British history— Changing powers of Monarchs- King Henry VIII Queen Elizabeth I

Geography Objectives

Interpret a range of sources of geographical information, including maps, Develop contextual knowledge of the location of globally significant places
Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, water use maps, atlases, globes and digital/computer mapping

Design + Technology Objectives

Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products

Develop the creative, technical and practical expertise needed to perform everyday tasks confidently

Critique, evaluate and test their ideas and products and the work of others

Design use research and design criteria to inform the design of innovative, functional, appealing products that are fit for purpose,

Make select from and use a wider range of materials and components, including textiles

Evaluate their ideas and investigate a wide range of existing products to improve their work

Understand how key individuals in design have helped shape the world

Music Objectives

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

Develop an understanding of the history of music.

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Improvise and compose music for a range of purposes using the inter-related dimensions of music

PE Objectives

Develop competence to excel in a broad range of physical activities

Be physically active for sustained periods of time

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Play competitive games, modified where appropriate

Computing Objectives

Responsible, competent, confident and creative users of information and communication technology.

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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.