



# OFF WITH HER HEAD!

## DIAMOND – YEAR 5 - AUTUMN TERM 2020

### Connected Learning

This term's 'Imaginative Learning Project' has a history focus - Year 5 will embark on a journey to the past, exploring The Tudors.

In meeting the programmes of study for the history National curriculum, children will use the breadth of the curriculum to:

- Explore the Tudor Timelines and its context within our history.
- Recall key dates from the Tudor Period and develop a sense of chronological sequence.
- Learn about influential people of the period.
- Compare maps of Tudor London to present day London.
- Explore Henry VIII, his life, his marriages and his break from the Roman Catholic Church.
- Explore Tudor period portraits, fashions, music and dance.



### Connected Writing

As writers, Year 5 will develop their writing skills and deepen their knowledge and understanding of influential people from the Tudor period, writing biographies about a range of key figures. They will also learn about significant battles, the execution of Henry's wives and use this knowledge to write newspaper reports on the events to communicate their understanding. Our focus text will be **'The Executioner's Daughter'** by Jane Hardstaff and **'Treason'** by Berlie Doherty. Using these as our inspiration, we will explore our own narratives around the theme of the book, writing persuasive letters regarding imprisonment. As readers, Year 5 will focus on their detective skills in order to infer from a text and make deductions. There will be a continued focus on word meaning within context, and applying taught skills to find the meanings of unknown words.

### Key Vocabulary

<b>allegation</b>	A claim, not supported by proof, that someone has done something wrong or illegal.
<b>annulment</b>	A legal procedure in which something such as a law, agreement or marriage is officially announced as no longer legally binding.
<b>arrest</b>	To seize someone and take them into custody, to ask them about a crime that they might have committed.
<b>banquet</b>	A formal feast held for many people with extravagant food and entertainment.
<b>beheading</b>	The act of chopping off someone's head as a form of execution.
<b>Catholicism</b>	The activities and beliefs of the Roman Catholic Church, a branch of Christianity headed by the Pope. This was England's official religion before Henry VIII created the Church of England.
<b>Christianity</b>	A religion based on the Bible, and in the belief in God and the person and teachings of Jesus Christ.
<b>Church of England</b>	The branch of Christianity created by Henry VIII where he was the head of the church and independent from the Pope. Today, this is the official church in England and the Queen is its head.
<b>conspiracy</b>	A secret plan by a group of people to do something harmful or illegal.
<b>coronation</b>	The act or ritual of crowning a king or queen. Coronations in England take place at Westminster Abbey in London.

### Art and Design Technology

As designers, children will create a 3-D product (Tudor building) using a range of materials. They will be able to name and select appropriate tools for a task and use them with precision, selecting and combining materials with precision. Based on finished products, Year 5 will compare and comment on ideas/methods/approaches in their own and others' work (relating to context). As artists, Year 5 will create work based around Tudor portraiture and use paint application techniques to create mood and atmosphere in a painting. They will be able to explain how a piece of artwork makes them feel, explaining views by reference to effects (e.g. colour and pattern).



## History / Geography

As historians, Year 5 will independently place historical events or changes on a timeline, remembering key facts from the Tudor period. They will describe how a significant individual (Henry VIII) has influenced the UK and wider world. Year 5 will also explain why people acted as they did; with a specific focus on Henry VIII and why he married many times in order to produce an heir to the throne. Through the Tudor period, the children will follow independent lines of enquiry and make informed responses based on this. Through this, Year 5 will also describe how different types of evidence tell us different things about the past (e.g. royal portraits versus descriptions) and understand why contrasting arguments and interpretations occur. We will compare land use and geographical features on different types of maps, including historical maps from the Tudor period. Year 5 will be encouraged to ask and answer geographical questions, using correct geographical vocabulary, and explain what physical and human processes may have occurred in a place by studying an aerial image of it.

### Religious Education

In RE, the key question for children in Year 5 is 'How does the Bible Influence the Lives of Christians?'

Children will also reflect on their values and consider, in the second half term, 'Has the meaning of Christmas been lost?'

This question will be explored within a range of religions and beliefs.



### PSHE

In PSHE, the children will explore their feelings and the impact that lockdown has had on their well-being.

In line with our imaginative learning project, we will also explore the concept of rules and consequences both in the present day and in the Tudor period.

## Mathematics

As mathematicians, Year 5 will revisit, rebuild and develop new knowledge around the concepts of place value, number, addition and subtraction.

Pupils will be taught to read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. They will count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000. They will interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0. They will develop their knowledge of rounding any number to the nearest 10, 100, 1000, 10,000 and 100,000. Using all of these concepts, pupils will then solve number problems and practical problems. They will extend their knowledge and learn to read Roman numerals to 1,000 (M) and recognise years written in Roman numerals. Pupils will also develop their arithmetic and reasoning skills by learning to add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). They will add and subtract numbers mentally with increasingly large numbers and use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. They will then show application of knowledge by solving addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

## Science

As scientists, Year 5 will investigate the properties and changes of materials. They will 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. They will know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution; applying their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Pupils will work scientifically to carry out a range of investigations and give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood and plastic. They will also demonstrate that dissolving, mixing and changes of state are reversible changes. Pupils will be able to 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.

## PE

As sportsman, Year 5 will be developing their throwing and passing skills in a range of different sports. The children will learn these skills in both isolation and in combination. They will demonstrate technique, control and accuracy and show improvement through practise.

## Computing

As users of technology, Year 5 will recognise the need for accuracy when searching for and selecting information. They will use different sources to double check information found. This will enable them to use the internet successfully and support them with their research on the Tudor period. Year 5 will also prepare and present information in a range of forms, using ICT safely and responsibly; generating newspaper reports for key events, including the Battle of Bosworth. Year 5 will also create data collection forms and enter data from these accurately, making graphs from the calculations on their own spreadsheet.

## Music

As musicians, Year 5 will appreciate and understand high quality music; both live and recorded from the Tudor period. They will recognise and describe music and musical instruments from different periods in history (Tudors). Pupils will also receive Ukulele tuition on a Friday afternoon; embedding and building on skills they developed last year.



## Family Learning Opportunities

30 minutes reading and TT Rockstars Daily.



### Recommended Reads:

Terrible Tudors (Horrible Histories) by Terry Deary  
River Daughter by Jane Hardstaff (This is the sequel to the novel we will read in class).  
At The House of the Magician by Mary Hooper  
Royals, Rebels and Horrible Headchoppers: A bloodthirsty history of the Tudors by Peter Hepplewhite.

For additional ideas and activities, linked to this 'imaginative learning project', please refer to the 'home learning ideas' on the sheet attached.